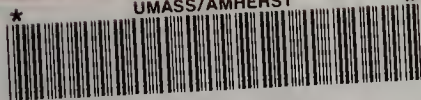


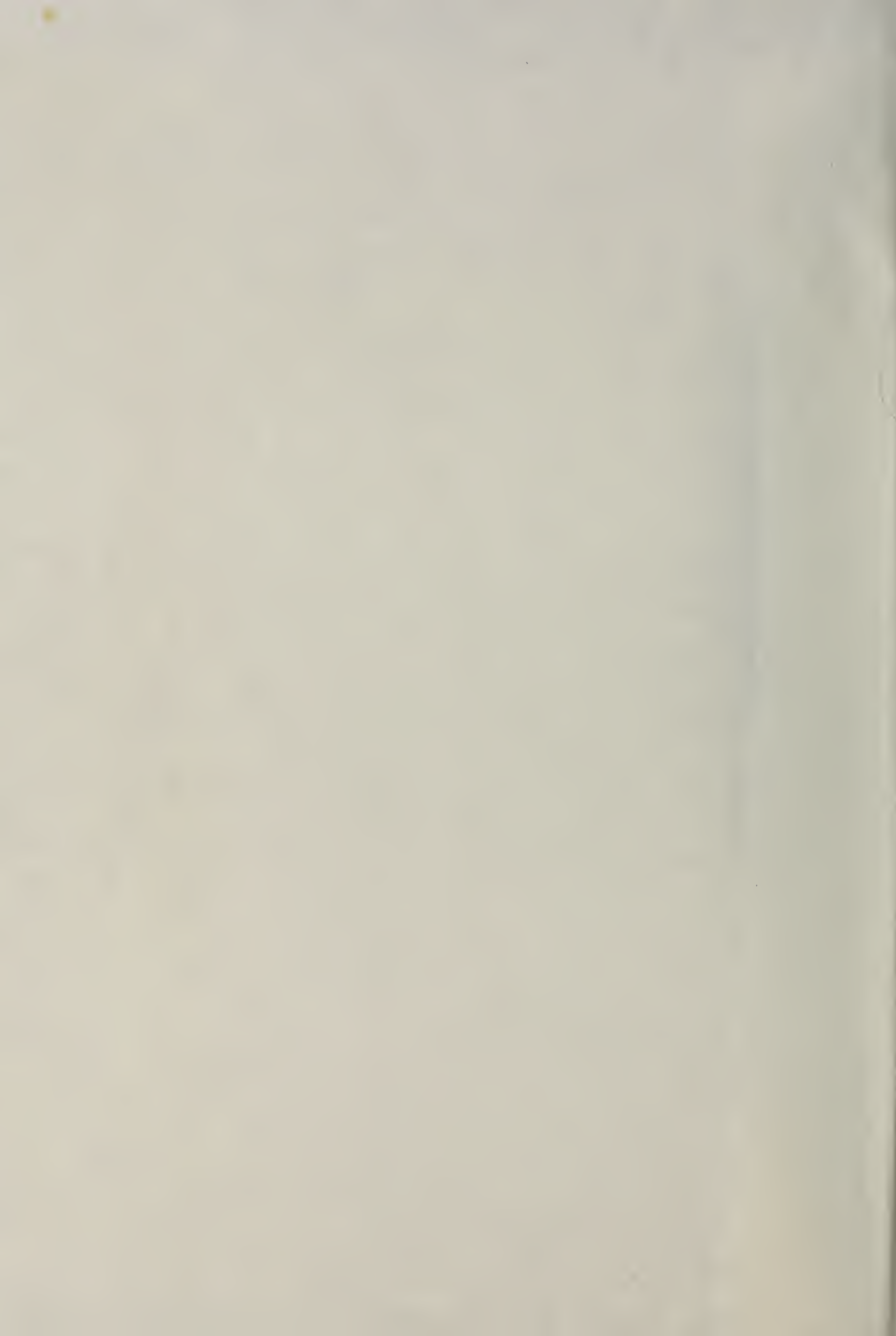
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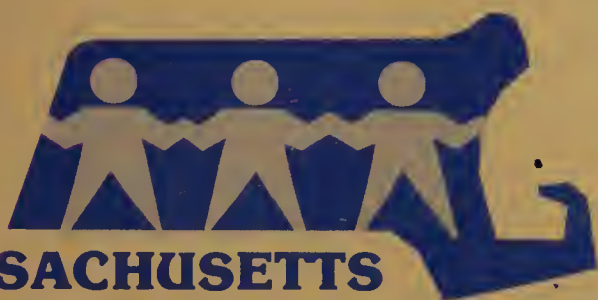
RESOURCES FOR SCHOOLS

MASSACHUSETTS
DEPARTMENT
OF EDUCATION

GOVERNMENT DOCUMENTS
COLLECTION
NOV 10 1977

University of Massachusetts

1. A CATALOG OF PUBLICATIONS
FROM THE MASSACHUSETTS
DEPARTMENT OF EDUCATION



MASSACHUSETTS
DISSEMINATION
PROJECT

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RESOURCES FOR SCHOOLS

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WITH THE ASSISTANCE OF

The NETWORK

3 Mechanics Street
Merrimac, Massachusetts 01860

INTRODUCTION

Resources for Schools is a series of publications developed by the Massachusetts Dissemination Project for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools,
- to provide educators, parents and students with specific information about resources and materials for school programs and services,
- to help educators, parents, and students find and use educational information and resources they need to improve school programs,
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education, the Regional Education Centers, and all client groups.

Massachusetts Dissemination Project staff work at the Department of Education's Boston office and in each of the six Regional Education Centers. At each Center, sub-committees composed of educators, parents, and students work with Department staff to design and implement ways of using information, resources, and materials more effectively. Ultimately, the Regional Centers will function as switchboards -- sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series -- as its name suggests -- is one way the project is helping make these connections. *Please contact a member of the project staff (names and addresses are on the inside back cover) for more information about the series, the project or the Regional Center nearest you.*

The NETWORK of Innovative Schools in Merrimac provided assistance in designing and publishing the series. A special thanks is due Susan Harris, The NETWORK's liaison to the Massachusetts Dissemination Project.

The continued assistance and support by the Bureau of Educational Information Services, in particular by Sally Gelardin and Dr. Richard Gilman, is gratefully acknowledged.

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The publications in this catalog are listed alphabetically under topical headings. Information about where to obtain the publications (which are free of charge unless otherwise noted) is included at the end of each section. New publications will be listed as they are available in Commonwealth, the monthly newsletter of the Department of Education.



ADULT EDUCATION

CORRESPONDENCE COURSE CATALOG

July 1977

Provides general information about the correspondence courses that are available, how to enroll, descriptions of the courses offered, a textbook price list and an application form.

HELPING ADULTS REACH EDUCATIONAL GOALS

1976

A community leader's resource guide to the four major services provided by the Bureau of Adult Services. Those are: adult basic education, high school equivalency, adult education classes and correspondence courses.

HIGH SCHOOL EQUIVALENCY PROGRAM

Provides general information about, and application forms for the High School Equivalency Certificate including General Educational Development (GED) Test information. This brochure is available in English and in Spanish.

HIGH SCHOOL GUIDANCE COUNSELORS' CORRESPONDENCE COURSE MANUAL

October 1974

A guidance counselor's manual on how to use correspondence courses to supplement high school classes. Provides information on what they are, some typical needs situations, typical students who enroll in correspondence courses, correspondence course study guides, etc.

HOW TO STUDY A CORRESPONDENCE COURSE

January 1971

Includes information on studying and preparing lesson reports, how to memorize, how to use the course study guide, writing a worthwhile final examination, etc.

JOURNAL: MASSACHUSETTS ADULT AND
CONTINUING EDUCATION

A monthly newsletter with articles about new programs in adult education, upcoming events and editorials from practitioners in the field.

QUESTIONS AND ANSWERS IN PREPARATION
FOR THE NATURALIZATION EXAMINATION

Provides answers to questions that are commonly found on the naturalization examination for United States citizenship. Questions pertain to the Constitution, the elections process, Massachusetts government and United States history. Published annually.

WHERE AVAILABLE:

Massachusetts Department of Education
Bureau of Adult Services
31 St. James Avenue
Boston, Massachusetts 02116 (617) 727-5784

BILINGUAL EDUCATION

CAPITULO 622 Y USTED

An explanation of Chapter 622 and its implementation in schools, written in Spanish.

CAPITULO 71A REGLAMENTO DIGENTE PARA LA
IMPLEMENTACION Y ADMINISTRACION DE PROGRAMAS
EN EDUCACION BILINGUE TRANSICIONAL
1976

The actual text of Chapter 71A, the regulations addressing the administration of programs in transitional bilingual education, written in Spanish.

DIRECTRIZES PARA A PARTICIPACAO DOS TAIS NOS
PROGRAMAS DE EDUCACAO BILINGUE DE TRANSICAO
DE ACORDO CON CAPITULO 71A DA LEI DE EDUCACO
BILINGUE DE TRANSICAO, DE 1971
1977

Guidelines for parental involvement in transitional

bilingual education programs under Chapter 71A, the Transitional Bilingual Education Law, written in Portuguese.

GUIDELINES FOR FULL-TIME PROGRAMS OF
INSTRUCTION IN TRANSITIONAL BILINGUAL
EDUCATION

The guidelines are intended for educators and deal specifically with the treatment of the language mediums used to instruct the students and the content to be covered.

GUIDELINES FOR PARENTAL INVOLVEMENT IN
TRANSITIONAL BILINGUAL EDUCATION
1976

The guidelines describe the rationale for parental involvement, specific steps to be taken in organizing parent advisory councils, and the roles and responsibilities for these councils.

MEETING THE NEEDS OF THE BILINGUAL CHILD
June 1974

An historical perspective of the nation's first Transitional Bilingual Education Law: Chapter 71A of the Acts of 1971. *A flier has been published under the same title which summarizes the information in the booklet.*
Prepared by Dr. Richard M. Hailer.

NORMAS PARA LA PARTICIPACION DE PADRES EN
PROGRAMAS DE EDUCACION BILINGUE TRANSICIONAL
BAJO EL MANDATO DEL CAPITULO 71A, LEYES
GENERALES, DE 1971

Guidelines for parental involvement in transitional bilingual programs under Chapter 71A, the Transitional Bilingual Education Law, written in Spanish.

O CAPITULO 622 E OS JOVENS PORTUGUESES

An explanation of Chapter 622 and its implementation in schools, written in Portuguese.

TWO WAY
1976

Contains synopsis of Chapter 71A and provides information on the regulations for the administration of bilingual programs, regulations for teacher certification, regulations regarding census obligations, guidelines for parental involvement, etc.

WHERE AVAILABLE:

Any of the publications listed above can be obtained from any Regional Education Center. (See inside back cover for addresses.)

BOARD OF EDUCATION

1975-76 ANNUAL REPORT

A summary of the full report providing an account of programs and activities conducted by the Board through the Department of Education. Priorities for FY 1976 included occupational education, special education, art education and implementation of Chapter 622.

1974-75 ANNUAL REPORT

A summary of full report providing an account of programs and activities conducted by the Board of Education. Priorities for FY 1975 included commitment to special needs children, equality of both school funding and educational opportunity and occupational competence for all students.

BECAUSE IT IS RIGHT EDUCATIONALLY, A TEN-YEAR REPORT

Descriptions of principles governing Massachusetts Board of Education integration policy decisions 1975-76.

EDUCATIONAL GOALS FOR MASSACHUSETTS *September 1971*

A list and rationale for ten general goals for education.

END-OF-YEAR-REPORT TO THE BOARD OF EDUCATION
ON THE COMMISSIONER'S FISCAL YEAR 1976
OPERATIONAL PLAN

June 1976

Listing of operational priorities, including a brief statement of objectives, agreed upon annually by the Board and Commissioner. Published each June.

WHERE AVAILABLE:

Massachusetts Department of Education
Bureau of Educational Information Services
31 St. James Avenue
Boston, MA 02116 (617) 727-5792

CURRICULUM AND INSTRUCTION

A GUIDE TO CULTURAL INSTITUTIONS IN
MASSACHUSETTS

Spring, 1977

A teacher's resource guide to over 150 agencies in the Commonwealth offering cultural programs, events, exhibits, and information to children. Directory contains a brief description of each agency, their hours, phone numbers and locations. *There may be a charge for this directory.*

ANNUAL EVALUATION REPORT TITLE I, ESEA FISCAL
YEAR 1975

December 1976

Provides extensive data on Title I programs in Massachusetts, specifically in the areas of non-public school participation, staff training, community and parental involvement and effect on educational achievement and attendance.

CHANGING THE CURRICULUM, ORGANIZATIONAL
DEVELOPMENT IN EDUCATION

1977

Reviews strategies and models for the development of organizational and curricular change in schools.

Includes bibliography. Available from Massachusetts Educational Television, 54 Rindge Avenue Extension, Cambridge, MA 02140 (617) 727-6395.

CURRICULUM GUIDE IN ART

February 1973

Includes information on the organization and administration of an art education program for grades K-12.

DIRECTORY OF EVALUATION CONSULTANTS

January 1977

A partial listing of college and university professionals who are able to assist in Title I program evaluation.

DRIVER AND TRAFFIC SAFETY EDUCATION CURRICULUM GUIDE

September 1971

Examines the philosophy of driver education, discusses legal aspects such as certification of students and teachers, presents a comprehensive classroom and behind-the-wheel syllabus and enumerates resource materials. Available at: Massachusetts Department of Education, Bureau of Student Services, 31 St. James Avenue, Boston, MA 02116 (617) 727-5754

ENERGY AND ENERGY DEVICES CURRICULUM

1975

A series of 22 learning activities, each one published as a separate instruction manual, appropriate for junior, middle and high school students enrolled in occupational education programs. Each hands-on learning activity covers some aspect of small gasoline engine repair and is designed to be self-teaching and self-paced. Available only from the Division of Occupational Education (617) 727-8143.

HEALTH EDUCATION CURRICULUM GUIDE (GRADES 1-12) PART I

March 1975

The guide is organized into four broad areas of

health: Physical Health, Mental and Social Health, Consumer and Environmental Health, and Safe Living. A bibliography and list of audio-visual materials are also included. *Available at: Massachusetts Department of Education, Bureau of Student Services, 31 St. James Avenue, Boston, MA 02116 (617) 727-5754*

KALEIDOSCOPE

Brief accounts of new programs currently operating in schools throughout the state with each issue focusing on one or two topic areas. Published several times a year.

Kaleidoscope 18 (Winter, 1977) marks a new magazine format. Instead of brief accounts of many projects, five or six projects are described in detail. The mailing list is not being expanded but individual copies can be obtained by contacting the Bureau of Curriculum Services (617) 727-5750.

KINDERGARTEN CURRICULUM RESOURCE GUIDE

May 1972

Contains information in the areas of communication skills, exploration, creative expression, environmental orientation, interpersonal relationships, observing children, parent-teacher relationships as well as a list of suggested instructional materials.

MUSIC CURRICULUM GUIDE (GRADES 1-6)

Includes information on conceptual development with regard to music (organized by grade levels), planning and guiding activities of the music curriculum, the elementary instructional program and an appendix of sources for materials and equipment.

MUSIC CURRICULUM GUIDE (GRADES 7-12)

Divided into junior high school and senior high school programs, the guide provides information on the academic program and the instrumental and choral programs within the music curriculum.

PARENTS AND TITLE I, A RESOURCE PACKAGE

October 1977

A compilation of potential resources for Parent Advisory Council (PAC) members to aid them in carrying out their responsibilities under the federal regulations. Emphasizes the "how to" approach and provides specific examples. *Will be available in October, 1977, at cost, from the Title I Dissemination Project, Room 613, Statler Office Building, 20 Providence St., Boston, MA 02116 (617) 426-6324.*

READING CURRICULUM GUIDE (GRADES 1-12)

The Guide lists: 1) skills involved in reading instruction, including performance objectives and sample items for measuring students' achievement of the objective, and 2) attitudes and interests developed through reading instruction.

WHERE AVAILABLE:

Unless otherwise noted, contact:

Massachusetts Department of Education
Bureau of Curriculum Services
31 St. James Avenue
Boston, MA 02116 (617) 727-5750
(copies are limited)

EDUCATIONAL INFORMATION

EDUCATION: THE COMMONWEALTH OF MASSACHUSETTS

The monthly newsletter of the Department of Education containing information on new programs, Board meeting results, and a monthly calendar of coming events.

WHERE AVAILABLE:

Massachusetts Department of Education
Bureau of Educational Information Services
31 St. James Avenue
Boston, MA 02116 (617) 727-5792

EDUCATIONAL LAW

DIRECTORY OF MASSACHUSETTS EDUCATION LAWS

November 1975

Provides a comprehensive compilation of all major Massachusetts general laws relating to elementary and secondary education as enacted and amended by the Massachusetts legislature up to and including the 1974 session. *This publication is available for a charge of \$4.00 from: Merrimack Education Center, 101 Mill Road, Chelmsford, MA 01824 (617) 729-8144*

EQUAL EMPLOYMENT LAWS AND REGULATIONS

January 1977

A summary of minimum standards for achieving equal employment opportunities as mandated by federal and state laws. *Available from: Massachusetts Department of Education, Bureau of Educational Information Services, 31 St. James Avenue, Boston, MA 02116 (617) 727-5792*

EQUAL EDUCATIONAL OPPORTUNITY

BALANCING THE PUBLIC SCHOOLS

1975

An historical perspective of desegregation in Boston and Springfield schools including relevant court cases and citations, and a chronology of major events. Prepared by the Massachusetts Research Center for the Board of Education. *Available in limited quantities at The Bureau of Equal Educational Opportunity (617) 727-5880.*

CAPITULO 622 Y USTED

June 1976

An explanation of Chapter 622 and its implementation in schools, written in Spanish.

CHAPTER 622: QUESTIONS AND ANSWERS

Gives answers to some of the more common questions

regarding the implementation of Chapter 622 in schools.

EQUAL OPPORTUNITY IN PHYSICAL EDUCATION AND
ATHLETICS, CHAPTER 622 TITLE IX

Provides answers to commonly asked questions about implementation of Chapter 622 and Title IX in schools.

A GUIDE FOR THE EVALUATION OF INSTRUCTIONAL
MATERIALS UNDER CHAPTER 622

1975

Contains a guide for assessing curricula, check sheets for evaluating sex role and racial stereotyping in textbooks, and a selected bibliography.

METCO HANDBOOK

July 1976

Provides information about METCO regarding program standards, administrative guidelines, support services, curriculum, transportation, communication and parental involvement. *Available at the Bureau of Equal Educational Opportunity (617) 727-5880*

MULTI-ETHNIC AND SEX-FAIR RESOURCE MATERIALS

September 1976

A bibliography of multi-ethnic and sex-fair films, textbooks, kits, video tapes and other resource materials for use in schools to assist in the implementation of Chapter 622. *Updated bibliography to be available some time during the Summer, 1977.*

O CAPITULO 622 E OS JOVENS PORTUGUESES

July 1977

An explanation of Chapter 622 and its implementation in schools, written Portuguese.

A PARENT'S GUIDE TO THE MAGNET SCHOOLS IN
BOSTON

May 1977

Contains descriptions of all magnet schools in Boston,

information on choosing a magnet school and the assignment process. Prepared by the City-Wide Educational Coalition. *Available in limited quantities at the City-Wide Educational Coalition, 52 Chauncey Street, Boston, MA 02111 (617) 542-2835.*

RECOMMENDATIONS ON PARAPROFESSIONAL STAFF

April 1977

Discusses the major themes and short and long range plans regarding the use of paraprofessional staff in schools. The recommendations are the result of a 1977 conference on the use of paraprofessionals in schools in Massachusetts which examined the roles and status of auxiliary personnel in urban schools.

622 REGULATIONS

August 1975

The actual text of the law including its purpose and how it affects school administration, guidance, curricula, extra-curricular activities, facilities and complaint procedures.

REGULATIONS PERTAINING TO SECTION 8 OF CHAPTER 636 OF 1974, REGARDING MAGNET SCHOOL FACILITIES AND MAGNET EDUCATIONAL PROGRAMS

February 1975

Actual text of the regulations regarding definitions, eligibility, program requirements, application procedures and other provisions. *Available in limited quantities at the Bureau of Equal Educational Opportunity (617) 727-5880.*

RESOURCE LIST OF CONSULTANTS WORKING ON THE ISSUES OF EQUAL EDUCATIONAL OPPORTUNITY

1975

A list of individuals and organizations interested in assisting Massachusetts schools implement Chapter 622, through the presentation of courses, workshops and panel discussions. *Available in limited quantities at the Bureau of Equal Educational Opportunity (617) 727-5880.*

SCHOOLS AND PROGRAMS OF CHOICE: VOLUNTARY
DESEGREGATION IN MASSACHUSETTS

April 1977

Describes many of the Magnet/METCO schools and programs throughout the Commonwealth, providing the reader with a general image of the voluntary desegregation movement in education. *Available in limited quantities at the Bureau of Equal Educational Opportunity (617) 727-5880.*

TITLE IX AND CHAPTER 622 COMPLIANCE GUIDELINES FOR PUBLIC SCHOOLS

Gives general overview of major points contained within the two sets of regulations and includes criteria for evaluating schools' compliance with the law.

WHERE AVAILABLE:

Unless otherwise noted, each of the publications listed above can be obtained at any Regional Education Center. (See inside back cover for addresses.)

LIBRARY EXTENSION

ACCESS: A GUIDE TO MASSACHUSETTS PUBLIC
LIBRARIES SERVING PERSONS WITH SPECIAL NEEDS

1977

A directory of programs and resources based on a statewide survey of public libraries.

ANNUAL REPORT OF THE BOARD OF LIBRARY
COMMISSIONERS

Annual report of the Board to the Governor.
Available from the Office of the Secretary of State.

COLLECTIVE BARGAINING IN MASSACHUSETTS
LIBRARIES: GUIDANCE FOR ADMINISTRATORS AND
STAFFS

1976

Reviews the legal basis for collective bargaining,

suggests advantages and disadvantages of the process and offers guidance based on case law. Includes bibliography.

COPYRIGHT LAW REVISION: SUMMARY OF
PROVISIONS AFFECTING LIBRARY/MEDIA CENTERS
December 1976

Highlights portions of the new copyright law revision paying particular attention to fair use and library copying. Includes brief bibliography.

DATA FOR MASSACHUSETTS: PUBLIC LIBRARY
COMPARATIVE REPORT

Presents various indicators of library support and activity in comparative terms. Includes means, medians, and percentile values of each indicator for libraries in six population groups.

DATA FOR MASSACHUSETTS: PUBLIC LIBRARY
PERSONNEL REPORT

Provides data on salaries, educational levels and fringe benefits in public libraries. Published annually.

FREE PUBLIC LIBRARIES IN MASSACHUSETTS

Lists public library addresses and identifies library directors. Published semi-annually.

FRIENDS OF LIBRARY GROUPS IN MASSACHUSETTS
PUBLIC LIBRARIES

Lists libraries having Friends groups, identifies chief officers and key groups' activities. Published bi-annually.

DIRECTORY OF LIBRARY SYSTEMS AND LIBRARY
AND INFORMATION NETWORKS IN NEW ENGLAND

The section on Massachusetts identifies and provides

information about the consortia which have been formed and are currently active in promoting inter-library cooperation.

LIBRARY SCIENCE COURSES

Published three times each year. Fall and Spring: Library science and educational media courses available in Massachusetts. Summer: Courses offered in the New England area.

LSCA SPECIAL PROJECT REPORTS

Descriptions of LSCA Title I projects. Published annually.

MEDIAWRITE

A monthly newsletter publicizing Bureau of Library Extension policies, procedures, activities and concerns to members of the constituency.

THE MASSACHUSETTS BUREAU OF LIBRARY EXTENSION

Describes programs and personnel of the administrative arm of the Board of Library Commissioners. Published annually.

PLANNING SCHOOL MEDIA FACILITIES: A STEP-BY-STEP GUIDE TO PREPARING EDUCATIONAL FACILITIES

1975

A basic guide to analyzing needs, determining alternatives, and developing specifications for those planning media facilities. Includes bibliography.

Also available at Massachusetts Educational Television, 54 Rindge Avenue Extension, Cambridge, MA 02140 (617) 727-6395

WHERE AVAILABLE:

Unless otherwise noted, contact:

Massachusetts Department of Education
Bureau of Library Extension
648 Beacon Street
Boston, MA 02215 (617) 267-9400

MASSACHUSETTS EDUCATIONAL TELEVISION

THE 1977-78 MET PROGRAM BROADCAST SCHEDULE

Lists MET programs to be aired during the 1977-78 school year on Channel 2 (WGBH-TV) in Boston and Channel 57 (WGBY-TV) in Springfield.

CREATIVE UTILIZATION OF TELEVISION IN THE CLASSROOM

A brief guide to assist teachers in preparing to watch and in watching MET programs with suggestions for follow-up classroom activities.

THE EDUCATOR'S GUIDE TO VIDEO EQUIPMENT 1976

Compares costs, features, characteristics and utilization of half inch versus three-quarter inch video tape equipment.

MET BROCHURE

Outline of programs and services provided by MET.

THE NEW COPYRIGHT LAW AND THE DUPLICATION OF BROADCAST TELEVISION PROGRAMS: DO'S AND DON'TS FOR THE SCHOOL MEDIA SPECIALIST January 1978

Reviews the history of copyright legislation with respect to the use of television. Describes the MET video tape recording code and provides specific guidelines for local users who record television programs off the air for classroom use. *Not available until January 1978.*

REVIEW OF SOURCES FOR EVALUATING THE PERFORMANCE OF AUDIOVISUAL EQUIPMENT 1977

An annotated listing of periodicals and other sources

in which the performance of media hardware is critically appraised.

TEACHER'S GUIDES

Teacher's guides exist for every MET program, regardless of grade level. Full details on prices and ordering procedures are available from MET or the broadcast schedule.

THROUGH THE TUBE DARKLY

1975

Reviews the literature pertaining to the effects of television on the behavior and attitudes of children. Includes a proposal for an alternative child-television relationship. Includes bibliography.

WHERE AVAILABLE:

Except for the Teacher's Guides, for which there is a charge, the above publications can be obtained free of charge from:

Massachusetts Educational Television
54 Rindge Avenue Extension
Cambridge, MA 02140 (617) 727-6395

NUTRITION EDUCATION

FOCUS ON NUTRITION (GRADES K-6)

Revised 1976

A teacher's handbook for nutrition education in grades K-6. Includes a curriculum guide, a course of study; and a list of resource materials. \$1.50 charge to out-of-state teachers only.

FOCUS ON NUTRITION (GRADES 7-12)

A teacher's handbook for nutrition education in grades 7-12. Includes a curriculum guide, a course of study, and a list of resource materials. \$2.50 charge to out-of-state teachers only.

INTRODUCING KINDERGARTEN CHILDREN TO THE
SCHOOL FOOD SERVICE PROGRAM

May 1975

Appropriate for use by school food service directors who wish to acquaint all kindergarten pupils with the school food service program.

IS THERE AN EATER'S ADVISORY TEAM (E.A.T.)
IN YOUR SCHOOL?

June 1976

Provides information on how to set up a school E.A.T. whose purpose is to provide a bridge between school food service personnel, teachers, and student body.

NUTRITION EDUCATION: A COOPERATIVE EFFORT
GRADES (K-6)

May 1976

Three publications: 1) Teacher's Guide - for integrating nutrition education into the curriculum, appropriate for use with elementary transitional bilingual students. 2) Leader's Guide - for use by nutrition educators interested in starting nutrition education projects with teachers, parents and community organizations. 3) Annotated Bibliography - current list of books, films, slides, kits, activity pieces and pamphlets for use in nutrition education programs.

NUTRITION MINI-LESSON: WHAT'S MISSING
FROM YOUR LUNCH?

June 1976

Appropriate for use by school food service personnel who wish to acquaint children in grades 3-6 with the components of the Type A school lunch pattern and to introduce them to the operation of the school food service program.

WHERE AVAILABLE:

The above publications can be obtained (free of charge to all Massachusetts teachers) by contacting:

Massachusetts Department of Education
Bureau of Nutrition Education and School Food Services
31 St. James Avenue
Boston, Massachusetts 02116 (617) 727-5764

The following is a list of publications available only through the workshops sponsored by the Bureau of Nutrition Education and School Food Services. For information about these workshops, call or write the Bureau.

Food and Man (designed to augment learning experiences suggested in Focus on Nutrition K-6) 1975

Protein Power (designed to augment learning experiences suggested in Focus on Nutrition 7-12) 1975

Activity Packet for Grades K-6 1975

Every Food Choice is a Value Judgment 1975

List of Nutrition Education Services

Curriculum, Carrots and Kids (Nutrition Education workshops for teachers)

OCCUPATIONAL EDUCATION

ANNUAL AND FIVE-YEAR STATE PLAN FOR
VOCATIONAL EDUCATION IN MASSACHUSETTS
June 1977

Provides technical analyses of present data pertaining to occupational education needs, manpower needs and job opportunities, as well as planned expenditures for occupational education in FY'78 and projected need for funds in the next five years.

AN APPROACH TO THE DEVELOPMENT OF A
COMPREHENSIVE PLAN FOR CAREER GUIDANCE FOR
THE COMMONWEALTH OF MASSACHUSETTS
March 1975

A report from the Ad Hoc Career Guidance Advisory Committee including a statement of educational philosophy, the goals and objectives of Career Guidance, and priorities for planning.

CAREER GRAM: MASSACHUSETTS CAREER GUIDANCE,
CAREER EDUCATION NEWSLETTER

1977

A monthly newsletter with recent conference reports, information on upcoming events, and so on.

CONFERENCE ON OCCUPATIONAL EDUCATION IN
COMMUNITY COLLEGES

1972

Summarizes most of the talks given at the Conference and includes additional materials of general interest provided by the speakers. *Available only from the Division of Occupational Education (617) 727-8143.*

EXPANDING ALTERNATIVES IN CAREER GUIDANCE

July 1976

A guide to promising programs and practices in the area of career guidance. Abstracts of career guidance literature from the ERIC system and a bibliography are included. Available in limited quantities.

LEADER'S GUIDE FOR *WORKWORLD*

Provides additional information for leaders to supplement *Workworld*, a multi-media program designed to inform high school and college students of the opportunities for them in occupational education.

OCCUPATIONAL EDUCATION FOR SPECIAL NEEDS --
WHAT IT IS, HOW IT WORKS: A HANDBOOK FOR
REGIONAL STAFF

1976

Explains the intent of the Bureau of Special Needs as dictated by state and federal mandates. Provides information on programs for the handicapped, for the disadvantaged, as well as school and community cooperation in monitoring and evaluation.

OCCUPATIONAL EDUCATION OPPORTUNITY AND
RESOURCES

A resource document including information on appren-

ticeship training, evening adult education, evening practical arts, licensed private schools and technical education. *During July 1977 this publication was being updated and reprinted. Call the Bureau of Post-Secondary Occupational and Technical Education (727-5738) to find out where and when it will be available.*

OCCUPATIONAL EDUCATION: THREE PROGRAMS FOR
ADMINISTRATORS, TEACHERS AND STUDENTS IN
URBAN SETTINGS

1976

Describes three college level training programs -- a program in administration of occupational education, a program in individualized instruction, and a program for early childhood education -- all focusing on expanding occupational education opportunities for minorities.

REGULATIONS GOVERNING VOCATIONAL EDUCATION
UNDER CHAPTER 74, GENERAL LAWS

February 1977

Contains regulations promulgated to administer and supervise the administration of occupational education programs in the Commonwealth.

SEARCHING FOR A FUTURE CAREER

Answers commonly asked questions about occupational education in Massachusetts: who is eligible, what kinds of programs are available, what financial aid is available, etc.

SELECTED PROGRAMS IN OCCUPATIONAL EDUCATION
1973-74

Describes four occupational education programs developed and implemented in selected Massachusetts schools by a Leadership Program jointly sponsored by Fitchburg State College and the State Department of Education. *Available only from the Division of Occupational Education (617) 727-8143.*

SKILLS BANK NETWORK

1977

A brochure describing a new system for linking employers and graduates of occupational education programs in Massachusetts. Included in the brochure is an order form for obtaining Skills Bank Network Users Handbook that will be made available to all interested employers.

STATE FUNDED OCCUPATIONAL EDUCATIONAL EDUCATION PROGRAMS IN MASSACHUSETTS

1977

Programs are listed by schools and by programs to assist school districts, counselors, educators and citizens in identifying and locating occupational education resources in the Commonwealth.

STUDENT CONSUMER'S HANDBOOK

A handbook for anyone interested in career education. Includes a directory of Massachusetts-Licensed Private Career Schools as well as information on selecting a school, obtaining financial aid, etc. This publication is available in three languages: English, Spanish and Portuguese.

TRENDS IN VOCATIONAL EDUCATION 1971-75

October 1976

Contains statistical information on vocational educational trends in the areas of enrollment, staff and finances.

UPDATE '76: A REPORT ON GUIDANCE IN MASSACHUSETTS

1976

Highlights information on resources and programs available in the areas of career guidance and counseling, job placement and in-service opportunities.

WHERE AVAILABLE:

Unless otherwise noted, any of the publications listed above can be obtained from Regional Education Centers. (See inside back cover for addresses.)

REGIONAL EDUCATION CENTERS

REGIONAL EDUCATION CENTERS

A map of Massachusetts showing the location of the six Regional Centers and the cities and towns they serve. Also includes the address of each Regional Education Center and the name of each Regional Center Coordinator.

A STATE EDUCATION DEPARTMENT REGIONALIZES Spring 1976

Provides information about the history behind Regional Education Centers, the development of staff functions and service roles, the relationship with the central office and future directions.

WHERE AVAILABLE:

Massachusetts Department of Education
Bureau of Educational Information Services
31 St. James Avenue
Boston, MA 02116 (617) 727-5792

RESEARCH AND ASSESSMENT

For the past three years (1974-1977), the State Department of Education, Bureau of Research and Assessment has published the results of the Massachusetts Educational Assessment Program.

Two publications -- Citizen Attitudes Toward Education 1974-75 and Public Response to Educational Goals 1974-75 -- summarize the results of assessment activities involving a survey of the general population. A Summary and Policy Implications report was also published at the end of each yearly phase to

summarize the results of all the assessment data for that year.

The remaining publications in the series deal with a specific area in which students' abilities were assessed.

The following is a list of all publications resulting from the program:

1974-1975:

CITIZEN ATTITUDES TOWARD EDUCATION

DECISION MAKING

OCCUPATIONAL ATTITUDES

OCCUPATIONAL KNOWLEDGE

PUBLIC RESPONSES TO EDUCATIONAL GOALS

READING

SUMMARY AND POLICY IMPLICATIONS

1975-1976:

CITIZENSHIP AND SOCIAL STUDIES

FOREIGN LANGUAGE

METCO ASSESSMENT

PILOT STUDY ON SCHOOL CLIMATE

SUMMARY AND POLICY IMPLICATIONS

WRITING

1976-1977:

SCIENCE AND ECOLOGY

CONSUMER SKILLS AND VALUES

SCHOOL CLIMATE

SUMMARY AND POLICY IMPLICATIONS

WHERE AVAILABLE:

These publications are available from any Regional Education Center or Massachusetts Department of Education, Bureau of Educational Information Services, 31 St. James Avenue, Boston, MA 02116 (617) 727-5792

Other publications dealing with educational research and assessment include:

DECLINING TEST SCORES, A STATE STUDY

1976

Provides information on national test score trends and

Massachusetts test score trends, as well as information on the possible effects of various factors on score decline. Includes conclusions and bibliography.

DISTRIBUTION OF HIGH SCHOOL GRADUATES CLASS OF 1975

September 1976

Statistical information on total numbers of high school graduates, a breakdown of those figures into several categories and a five year trend study. Published annually.

FACTS ABOUT EDUCATION IN MASSACHUSETTS

A brief compilation of statistics and descriptive information on student characteristics, enrollments, school personnel, organization of districts and schools, funding, educational opportunities and media services. Published annually. *Available from: Massachusetts Department of Education, Bureau of Educational Information Services, 31 St. James Avenue, Boston, MA 02116 (617) 727-5792*

MASSACHUSETTS SCHOOL DIRECTORY

1976-77

Lists the names of superintendents and principals, mailing addresses, enrollment figures and phone numbers for each school in the following categories: local public schools, state schools, independent vocational schools, academic regional schools, vocational-technical regional schools, county agricultural schools and non-public schools. *Available from: Massachusetts Department of Education, Bureau of Educational Information Services, 31 St. James Avenue, Boston, MA 02116 (617) 727-5792*

SCHOOL COMMITTEE CHAIRPERSONS

1976-77

A listing of names and addresses of school committee chairpersons of local districts in Massachusetts for the school year 1976-1977. Published annually.

WHERE AVAILABLE:

Unless otherwise noted, contact:

Massachusetts Department of Education
Bureau of Research and Assessment
31 St. James Avenue
Boston, MA 02116 (617) 727-8497

RIGHT TO READ

FOCUS ON EXCELLENCE

Describes twenty-six conditions that should exist if reading failure is to be eliminated from schools. Criteria are organized under five areas: community and school climate, organizing and managing a reading program, selecting and utilizing materials, fostering reading interests, and staffing a reading program. Prepared by the New England Consortium for Right to Read.

THE MASSACHUSETTS RIGHT TO READ

1976

A brochure describing the roles of the state and local Right to Read directors. Includes a list of the local Right to Read sites and directors.

THE MASSACHUSETTS RIGHT TO READ EFFORT: A PLAN FOR THE FIFTH YEAR 1977-1978

Describes Massachusetts Right to Read activities in the year 1977-1978 that will address the ten objectives set by the national Right to Read Office.

THE MASSACHUSETTS RIGHT TO READ EFFORT FORCE FIELD ANALYSIS

August 1976

Describes how to prioritize reading needs on the basis of a needs assessment. Offers a series of steps for developing a problem statement for those high priority needs.

THE MASSACHUSETTS RIGHT TO READ EFFORT NEEDS ASSESSMENT INSTRUMENT

Provides an instrument for determining how well a particular school system is currently meeting the criteria of reading excellence established by the New England Consortium for the Right to Read effort.

THE MASSACHUSETTS RIGHT TO READ EFFORT POSITION PAPER ON FOSTERING READING INTERESTS *January 1977*

Attempts to answer two questions: Why should reading be encouraged? How can one go about promoting the reading habit in our schools?

MASSACHUSETTS RIGHT TO READ EFFORT STATEMENT OF PRINCIPLES

A brochure describing the principles behind the Right to Read effort in Massachusetts.

THE MASSACHUSETTS RIGHT TO READ EFFORT YEAR 3 EVALUATION, 1975-76

An assessment of the changes in reading programs, in attitudes towards reading, and in the training of reading personnel that have taken place in Massachusetts Right to Read sites during 1975-1976.

THE NEW ENGLAND CONSORTIUM FOR THE RIGHT TO READ: PROCEEDINGS OF THE ADMINISTRATORS' CONFERENCE

February 1975

Highlights the important ideas shared at the conference held in October, 1974. Summarizes the results of the discussion groups and the major speakers' addresses. Prepared by the New England Consortium for the Right to Read.

READING RIGHTS AND RESPONSIBILITIES

May 1977

A newsletter providing information on recent con-

ferences, upcoming events, and local Right to Read news briefs.

RECOMMENDED STANDARDS FOR PROFESSIONAL
PREPARATION IN READING EDUCATION

September 1976

Specifies general and specific competencies needed for each of six important roles of reading personnel in reading education. Prepared by the New England Reading Association and the New England Consortium for the Right to Read.

RIGHT TO READ STATE DIRECTORS' HANDBOOK
PART III: THE LOCAL EFFORT

1976

Provides information on Local Education Agency (LEA) strategy, the LEA plan of action, staff development, evaluation, and dissemination. Prepared by the United States Office of Education, Right to Read Office.

WHY RIGHT TO READ?

A brochure describing how and why the Right to Read effort was begun, its unique aspects, the role of the state education agency, the delivery system and the role of the people involved.

WHERE AVAILABLE:

State Department of Education
Right to Read Office - Statler Office Building
Room 613
20 Providence Street
Boston, Massachusetts 02116 (617) 542-7349

SCHOOL BUILDING ASSISTANCE

FACILITIES PLANNING GUIDE: EARLY CHILDHOOD
EDUCATION

1972

Provides information on the planning of facilities for early childhood education. Emphasizes geographic

factors, environmental factors, size and relationship of spaces, special facilities and equipment. Includes regulations and bibliography.

REGULATIONS FOR CHAPTER 645 AS AMENDED

Revised, January 1974

The actual text of Chapter 645, an act to encourage the establishment of regional and consolidated public schools and to provide financial assistance to cities and towns in the construction of school buildings.

SPECIAL EDUCATION FACILITIES GUIDEBOOK

A guide to planning special education facilities in the schools. Includes regulations and bibliography.

WHERE AVAILABLE:

Massachusetts Department of Education
School Building Assistance Bureau
Division of School Facilities and Related Services
31 St. James Avenue
Boston, MA 02116 (617) 727-5780

SCHOOL DISTRICT REORGANIZATION AND COLLABORATION

THE BOARD POLICY ON EDUCATIONAL COLLABORATIVES

July 1977

A policy statement which attempts to clarify the intent of Chapter 797 of the Acts of 1974, to delineate the Board's position on the future direction of collaboratives, and to provide for a uniform and consistent approach to collaborative issues by Department staff.

LISTING OF REGIONAL SCHOOL DISTRICTS IN THE COMMONWEALTH

Provides information on all schools in each regional

district including enrollment figures, names of superintendents and school committee chairpersons as well as a series of maps showing the communities involved in academic regional school districts, vocational regional school districts and superintendency unions.

WHERE AVAILABLE:

Massachusetts Department of Education
Bureau of School District Reorganization and
Collaboration
Division of School Facilities and Related Services
31 St. James Avenue
Boston, MA 02116 (617) 727-8148

SCHOOL FINANCE

FISCAL YEAR 1976 PER FTE EXPENDITURES

Provides data for each city and town in the Commonwealth on full-time equivalent pupil expenditures for pupils in regular day, special needs, and occupational day programs. Published annually. *Available from the Office of Local Aid, Bureau of Research and Assessment, 31 St. James Avenue, Boston, MA 02116 (617) 727-8497*

STATE AID TO EDUCATION IN MASSACHUSETTS

June 1976

Explains the larger structure of state aid to local governments and how education aid relates to that structure, and describes the major education aid programs including Chapter 70 and the larger categorical reimbursement programs.

TAXES AND SCHOOLS IN MASSACHUSETTS:

A PROPOSAL FOR REFORM

1977

A brief summary of the "taxes and schools" problem in Massachusetts and a proposed legislative solution submitted to the General Court by the Board of Education.

TAXES, SCHOOLS, AND INEQUALITY IN
MASSACHUSETTS: CHAPTER 70 SCHOOL AID
AND SCHOOL FINANCE

June 1977

A two part study by the fiscal policy planning project of the Executive Planning Office, Office of the Commissioner. Includes: 1) a general overview of historical trends in school finance in Massachusetts, as well as comparisons with trends in other states and the nation as a whole, and 2) a description and statistical analysis of Chapter 70. Particular attention is paid to the degree to which Chapter 70 aid is equalized.

WHERE AVAILABLE:

Massachusetts Department of Education
Bureau of Educational Information Services
31 St. James Avenue
Boston, Massachusetts 02116 (617) 727-5792

SCHOOL MANAGEMENT SERVICES

APPROACHES TO THE CONSERVATION OF ENERGY IN
THE PUBLIC SCHOOLS

1975

A listing of practical suggestions for conserving energy in schools in the areas of lighting and electricity, heating and air conditioning, maintenance, etc.

GUIDELINES TO SCHOOL TRANSPORTATION SERVICES
IN MASSACHUSETTS

1975

Provides a compilation of proven practices and materials used by school districts in the Commonwealth. Includes guideposts, bid specifications, methods of computing costs, the laws of the Commonwealth and other transportation information.

WHERE AVAILABLE:

Massachusetts Department of Education
Bureau of School Management Services
Division of School Facilities and Related Services
31 St. James Avenue
Boston, MA 02116 (617) 727-5790

SPECIAL EDUCATION

A 766 HANDBOOK FOR STUDENTS

August 1977

A handbook written for, by, and about secondary school students and their relationship to Massachusetts state law Chapter 766 for special needs students. *Available from the Bureau of Student Services (617) 727-5754.*

CHAPTER 766 ADMINISTRATIVE FORMS

A series of administrative forms for maintaining accurate records pertaining to special education services mandated by Chapter 766. Includes referral forms, forms for educational plans, etc. *Available from the Bureau of Program Audit and Assistance (617) 727-5440.*

DECISIONS: SPECIAL EDUCATION APPEALS

HEARINGS

1977

Published results of prior decisions rendered in 766 appeals hearings, categorized according to issues, and appropriate for use by parents, administrators, and child advocates involved in the appeals process. Published quarterly. *A copy is available at the Bureau of Special Education Appeals and can be xeroxed at cost. (617) 727-8534*

DIRECTORY OF PRIVATE SCHOOLS APPROVED UNDER CHAPTER 766

February 1977

Includes program descriptions. Appropriate for use by

special education administrators for placing special needs students in private day and residential schools under Chapter 766. *A copy is available at each regional center and can be xeroxed at cost. A brief listing of these same schools should be available in September, 1977 at the Division of Special Education.*

DRIVER TRAINING MANUAL FOR SPECIAL NEEDS TRANSPORTATION

Includes information on driver selection and qualifications, the driver's disciplinary role, information that should be on each vehicle and what to do in a variety of emergency situations. *Available from the Bureau of School Management Services, Division of School Facilities and Related Services, 31 St. James Avenue, Boston, MA 02116 (617) 727-5790.*

HANDBOOK FOR CORE EVALUATION OF YOUTH IN DYS SECURE AND TREATMENT FACILITIES

August 1977

A handbook that identifies and outlines the core evaluation process in terms of team composition and responsibilities, and development of appropriate educational plans for Department of Youth Services youth. *Available from: Educational Collaborative for Greater Boston (EDCO, Inc.), 20 Kent Street, Brookline, MA 02146 (617) 738-5600.*

GUIDELINES -- BUREAU OF APPEALS

1977

An explanation of the due process system as followed by the Bureau of Appeals. Useful for parents, school administrators, and advocacy groups involved in the appeals process. *Available from the Bureau of Special Education Appeals (617) 727-8534*

MASSACHUSETTS COLLEGE/UNIVERSITY FACULTY AVAILABLE FOR TRAINING AND CONSULTATION IN SPECIAL EDUCATION AND RELATED FIELDS

March 1977

Includes a listing of faculty available in various

areas of specialization, an alphabetical listing of individual faculty members and the addresses and phone numbers of training programs at each institution.

*Available from the Special Education Manpower Project
(617) 482-3318*

PARENTS AND 766

February 1977

A parents' guide for children needing special educational services. Includes information on the screening and referral process, the core evaluation, the educational plan, the appeal process, and items requiring parental approval.

PROJECT CORE: FINAL REPORT

September 1977

A summary (1976-1977) of Project CORE, a state-wide project to deliver educational services to youth offenders and special needs students in secondary schools and public institutions including the Department of Youth Services and county houses of correction. *Available from: Comprehensive Secondary School Planning Project, 178 Tremont St., Boston, MA 02111*

REGULATIONS CHAPTER 766

October 1975

The actual text of the regulations for the implementation of Chapter 766 of the Acts of 1972, the comprehensive special education law. *Available at the State House for a charge of \$2.15 per copy. The regulations are being revised to be consistent with P.L. 94-142 and the revised document should be available after January 1978 at the Regional Education Centers.*

A SPECIAL EDUCATION EVALUATION: CHAPTER 766 PROGRAM AUDIT

July 1976

This brochure provides a general overview of the program audit process -- its goals, phases, and major

components. *Available at Regional Education Centers and from the Bureau of Program Audit and Assistance (617) 727-5440*

SPECIAL EDUCATION IN-SERVICE TRAINING
PROGRAMS FUNDED IN MASSACHUSETTS AND
FUNDING SOURCES FISCAL YEAR 1977

November 1976

Describes special education projects and programs in Massachusetts funded by grants under such federal mandates as ESEA Title I, 89-313, EHA Titles VI-B, VI-C, VI-D and VI-G, and ESEA Title IV. Also includes information on the level of funding, eligibility, and application process under these laws. *Available from the Special Education Manpower Project (617) 482-3318*

SPECIAL EDUCATION MANPOWER IN MASSACHUSETTS:
STATUS REPORT AND RECOMMENDATIONS

July 1976

Includes data on variables affecting special education supply and demand and state and federal special education training priorities. *Available from the Special Education Manpower Project (617) 482-3318*

SPECIAL EDUCATION TRAINING PROGRAMS OFFERED
BY MASSACHUSETTS COLLEGES AND UNIVERSITIES

March 1977

Provides information on pre-service, long term in-service, and short term in-service training programs at Massachusetts colleges and universities. *Available from the Special Education Manpower Project (617) 482-3318*

SPECIAL EDUCATION TRAINING RESOURCE CATALOGUE

April 1977

A resource guide to training programs and facilities in the state for special educators. *Available from Special Projects ALRC/RRC Project (617) 426-9603*

SUMMER PROGRAMS FOR CHILDREN IN STATE
SCHOOLS, STATE HOSPITALS AND STATE HOSPITAL
SCHOOLS

June 1977

Identifies 110 summer programs which are appropriate for the placement of institutionalized children. Includes the location, description and performance areas. The directory also includes the results of the Bureau of Institutional Schools' assessments of summer programs in Massachusetts. *Available from the Bureau of Institutional Schools (617) 727-5530*

WAVELENGTHS

January 1977

A self-awareness guide for 16-21 year olds geared to court-adjudicated youth and school drop-outs. Provides a mechanism for discussion of decision-making, friends, love, and sex. *Available from: Comprehensive Secondary School Planning Project, 178 Tremont St., Boston, MA 02111*

WHAT EVERYONE SHOULD KNOW ABOUT CHAPTER 766
1975

Provides answers to basic questions about Chapter 766 such as: what Chapter 766 is, why it is important, who is covered, how children with special needs are identified and what schools' and parents' responsibilities are. *Available at all Regional Education Centers and from the Division of Special Education.*

WHERE AVAILABLE:

Unless otherwise noted, contact:

Massachusetts Department of Education
Division of Special Education
31 St. James Avenue
Boston, Massachusetts 02116
(617) 727-6217

If a Bureau or Project is noted, address inquiries to that office at the Department.

STUDENT SERVICES

CURRICULUM INNOVATION: RECOMMENDATIONS FOR THE IMPLEMENTATION OF CHAPTER 215 OF THE ACTS OF 1972

These recommendations address the issue of how to successfully institute a new course in a high school as mandated by Chapter 215 of the Acts of 1972.

GUIDELINES FOR IMPLEMENTING STUDENT SERVICE CENTERS IN LOCAL SCHOOLS

May 1976

Contains general information regarding existing Student Service Centers, the rationale for establishing them, and procedures for implementation of Student Service Centers at the local level.

LAWS AFFECTING MASSACHUSETTS STUDENTS, 1971-1974

Provides information for students about current laws which directly affect them. Describes laws pertaining to equal educational opportunity, student advisory councils, special education, student records and rights, vocational education, and private schools.

MASSACHUSETTS STUDENTS IN DECISION-MAKING 1976

A report by the Student Service Center-Student Advisory Council Project including its final report and the results of an independent, third-party evaluation of the project.

RECOMMENDATIONS FOR THE ELECTION AND OPERATION OF STUDENT ADVISORY COMMITTEES TO SCHOOL COMMITTEES

November 1974

The recommendations specifically address the Student Advisory Committees' election process, officers' responsibilities and functions, and relationship with

school committees. Includes sample forms and other pertinent materials for use in implementing the recommendations.

SCHOLARSHIP PROGRAMS

August 1976

Provides descriptions of federal, state and private scholarship programs, educational loan programs, educational benefits, work-study and co-op programs, and service-related financial aid programs. Includes a list of available books and pamphlets on financial aid. Descriptions include how and where to apply for these programs.

STUDENT ADVISORY COUNCIL BROCHURE

Provides a brief description of what the Student Advisory Council is, its purpose, what it has accomplished so far, and how it got started. Useful for students who wish to become involved in the SAC or simply want to know more about it.

STUDENT ADVISORY COUNCIL GUIDELINES FOR SMOKING PRIVILEGES

December 1974

Provides information on how to establish a student smoking area in a school, including writing the proposal, finding a location, establishing rules, etc.

STUDENT ADVISORY COUNCIL REPORT TO THE STATE BOARD OF EDUCATION 1974-1975

Provides a broad perspective on the activities of the Student Advisory Council during its 1974-1975 term in five general areas: completion of substantive projects and proposals, legislative efforts, workshops and training efforts, cooperative efforts with other groups and organizations, and publicity drives.

STUDENT COMMITMENT TO EDUCATIONAL EQUITY

Describes briefly what Project SCEE is including its geographic scope, activities, the student groups participating in the project and the goals of the project.

STUDENTS IN DECISION-MAKING: A GUIDEBOOK

July 1977

Practical guidebook for teachers, administrators and students on how to involve students in educational decision-making at the local school level.

STUDENT RECORD REGULATIONS

June 1976

Contains the actual text of regulations pertaining to student records including destruction of student records, access, appeals, and so on. The booklet also includes examples of suggested forms that will help local school systems implement the regulations with a minimum of confusion.

STUDENT SERVICE CENTER BROCHURE

Briefly describes the Student Service Center -- how it began, the services provided to students and where the centers are located.

WHERE AVAILABLE:

These publications can be obtained by contacting any of the Student Service Centers listed below.

Boston Student Service Center
Department of Education
31 St. James Avenue
Boston, MA 02116 (617) 727-5754

Western Mass. Student Service Center
155 Maple Street
Springfield, MA 01103

Central Mass. Student Service Center
Beaman Street, Route 140
West Boylston, MA 01583 (617) 835-6056

North Andover Student Service Center
1551 Osgood Street
North Andover, MA 01845 (617) 682-0171

Southeast Student Service Center
P.O. Box 29
Middleboro, MA 02346 (617) 947-3240

TEACHER CERTIFICATION

CERTIFICATION REQUIREMENTS

Separate lists of certification requirements in the following areas: 1) certification of supervisors of attendance, 2) certification requirements of school psychologists, 3) teacher certification requirements-driver education and 4) certification of public school professional personnel.

LIST OF TEACHING VACANCIES

1977

A monthly newsletter, listing teaching vacancies in cities and towns throughout the Commonwealth and in other states. Includes where to apply and is published every three weeks. *This list is only available to those who subscribe to the Placement Service provided by the Bureau of Teacher Certification. The fee for a one year subscription is \$5.00. Applications are available at the Bureau.*

WHERE AVAILABLE:

Massachusetts Department of Education
Bureau of Teacher Preparation, Certification, and
Placement
31 St. James Avenue
Boston, MA 02116 (617) 727-5726

For more information, contact the Massachusetts
Dissemination Project Staff at one of the
Regional Education Centers listed below:

David Backlin
Central Massachusetts Regional Center
Beaman Street, Route 140
West Boylston, MA 01583 (617) 835-6267

Paul Francis
Southeast Regional Center
Lakeville State Hospital
P.O. Box 29
Lakeville, MA 02346 (617) 947-3240

Don Geer
Pittsfield Regional Center
188 South Street
Pittsfield, MA 01201 (413) 499-0745

Maria Grasso
Northeast Regional Center
1551 Osgood Street
North Andover, MA 01845 (617) 687-3351

Athena Costopoulos
Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, MA 02140 (617) 547-7472

Ann Schumer
Springfield Regional Center
155 Maple Street
Springfield, MA 01105

Resources For Schools...



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Massachusetts Department of Education
31 Saint James Avenue
Boston, Massachusetts 02116

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RESOURCES FOR SCHOOLS

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GOVERNMENT DOCUMENTS
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APR 05 1983

2. VIDEO TAPES
FOR TEACHING

University of Massachusetts
Depository Copy



MASSACHUSETTS
DISSEMINATION
PROJECT

REVISED EDITION
FALL 1980

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VIDEO TAPES FOR TEACHING

Produced by:

The Massachusetts Dissemination Project

31 St. James Avenue
Room 614
Boston, MA 02116

Telephone (617) 727-5761

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The reproduction and distribution of this booklet is encouraged.

RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resource materials for school programs and services;
- to assist the Department of Education and its six regional centers in increasing and improving information services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department of Education's Boston office. In addition, each regional center has a staff member who maintains contact with project activities and works with regional staff to improve information and dissemination services within the center. Ultimately, the regional centers function as switchboards--at times providing services directly to schools, at other times connecting them with the many resources existing beyond the Department of Education. The development of this series, as its name suggests, is one way the project is helping to make these connections.

Please contact a member of the project staff listed on the preceding page for more information about the Massachusetts Dissemination Project or other *RESOURCES FOR SCHOOLS* publications currently available. A listing of the regional education centers included inside the back cover provides easy reference to the center nearest you.

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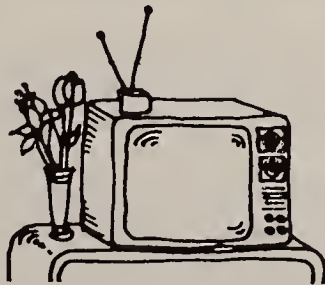
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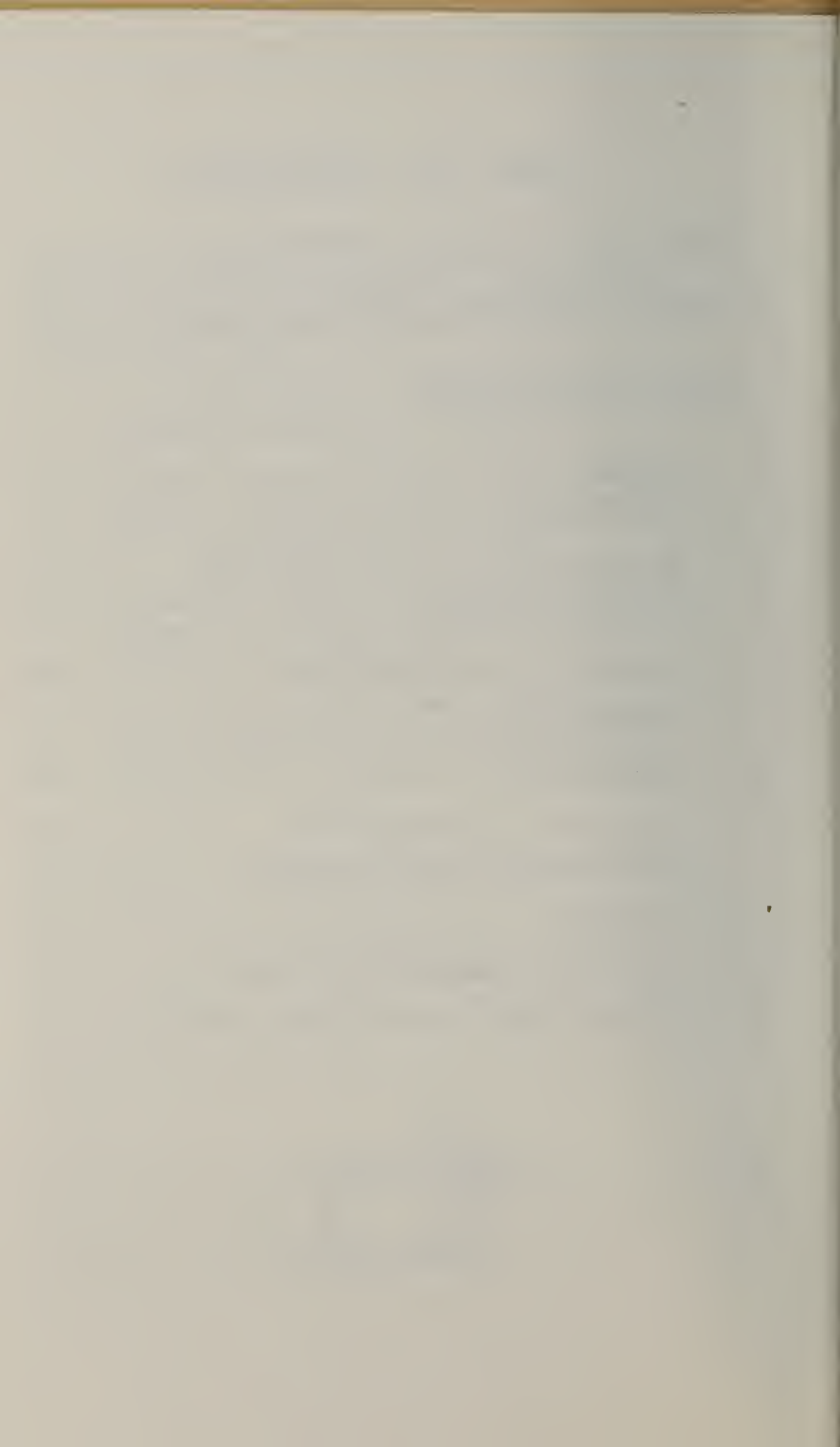
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HOW TO USE THIS CATALOGUE

This catalogue is an annotated listing of Massachusetts Educational Television (MET) programs available for duplication by individual school systems. Teachers will find these programs useful, informative, and of exceptionally high quality. Many have won awards for their content and approach to the subject matter. MET has negotiated substantially extended recording rights to programs. As a result, many of the programs in this catalogue are available to record off-air, off-cable or to duplicate for the duration of the school year and beyond. Programs acquired through these means are available for local video playback. However, the right to retransmit these programs over local cable systems should not be assumed. Please contact MET for clarification on local cable transmission rights.

Titles are organized alphabetically within curriculum area headings. The following information is provided about each series: the number of programs in the series; the length, subject area, and suggested grade level(s) of the programs; a brief description of the series; and a listing of the individual titles within the series. Those series related to the basic skills are indicated in the table of contents and are designated throughout the catalogue by a dot (●).

The successful use of instructional television (ITV) in schools depends upon a teacher's imagination and ingenuity in blending MET programs with specific curriculum needs. The categories and section headings listed in this catalogue are not rigid, and educators are encouraged to select programs according to their particular needs. As noted, teacher guide materials are available from MET for every series.

HOW TO OBTAIN MET PROGRAMS

MET broadcasts may be recorded "off-air" with varying restrictions. Recording symbols, defined below, appear in parentheses after the title of each series listed in this publication.

- (P) Permanent recording rights--Programs with this symbol have no recording restrictions and may be recorded "off-air" and duplicated by educational institutions within the Commonwealth of Massachusetts. Many of these programs have been produced wholly or in part by MET.

- (1Y) Year-long recording rights--These may be recorded "off-air" and used during the current school year. Copies may be kept for use during the following year if MET continues to broadcast the series. Programs that may be retained will be listed for broadcast in the subsequent year's broadcast schedule.
- (3Y) Programs with a number in front of the "Y" (e.g. 3Y) may be recorded and kept for the specified number of years.

MET strongly urges Massachusetts schools receiving clear broadcast signals to record MET programs off-air or off-cable according to the re-record rights indicated for each series. For schools which cannot do their own recording and for programs not currently broadcast, MET has a limited capacity to duplicate some of the listed programs onto the 3/4 inch U-type cassettes, the 1/2 inch Beta I and 1/2 inch EIAJ open reel formats. For more information on duplication costs and procedures, please contact MET at 54 Rindge Avenue Extension, Cambridge, MA 02140, 617/876-9800.

As more programs are added to the MET collection, notice and descriptions of these titles appear in *The Common Wealth*, the Massachusetts Department of Education's newsletter; *The MAEM Forum*, the Massachusetts Association for Educational Media's publication; and the *WMMC Newsletter*, distributed by the Western Massachusetts Media Council. MET will provide information on how to obtain any or all of these publications.

Users should be aware that this is a list of all programs to which MET currently has rights and there may be temporary gaps in MET's in-house collection of cassettes at any given time. However, every effort will be made to provide users with materials as requested and to ensure that representative sample programs of all available series will be on hand.

The Massachusetts Dissemination Project gratefully acknowledges the assistance of Susan Foote, John LeBaron, and Candace Boyden of MET in the production of this catalogue.

MET VIDEO TAPES

ARTS

IMAGES AND THINGS (1Y)

Subject: ART

30 color programs

20 minutes each

Intermediate level

Shopping centers, parades, daydreams, trees, neon signs, spoons--the places and events of everyday life are the subjects of IMAGES AND THINGS. By experiencing art directly, children ages 10-13 are encouraged to share the artist's insight, examine images and ideas on their own, and develop an awareness that leads to the enjoyment of art, and to a better understanding of themselves and their world.

Designed for visual enjoyment and learning, these programs were produced by three educational television stations for a national consortium coordinated by the Agency for Instructional Television (AIT), Bloomington, Indiana. Teacher guide materials are available from MET.

Program titles:

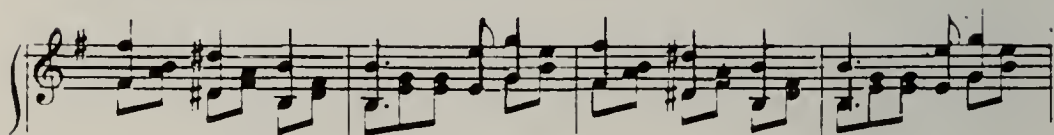
Spaces to Live In
All Kinds of Houses
Buildings for Work and Play
Plazas, Malls, and Squares
Here to There
Houses for Worship
Pageants, Parades, and Festivals
Remembering Happy Times
Groups of People
Stars and Heroes
How About a Spoon?
Signs of the Times
Things to Use
Make Yourself Comfortable
Play's the Thing
Faces of Nature
Making the Unseen Visible



(continued next page)

IMAGES AND THINGS (continued)

Birds, Bees, and Bugs
Man, Friend and Enemy of Nature
Land Images
Wrappings and Trappings
Changing Your Looks
Getting the Message
Dreams and Fantasy
Devils, Monsters, and Dragons
Sea Images
Street Furniture
People Working
Everyone Makes Things
The Human Image



MUSIC (P)

Subject: MUSIC

*10 color programs
30 minutes each
Intermediate level*

This series introduces musical concepts and provides a wide variety of listening experiences--from Gregorian chant to bluegrass, gospel, and pop. The narrator for these fast-paced, often humorous, presentations is Murry Sidlin, music director of the New Haven Symphony Orchestra and former resident conductor of the National Symphony Orchestra in Washington, DC. Each program concludes with an opportunity to apply new learning, while music is performed by the National Symphony Orchestra.

MUSIC was produced by WETA-TV in Washington, DC. Teacher guide materials are available from MET.

Program titles:

Music...is
Music...is Rhythm
Music...is Melody
Music...is Harmony
Music...is Tone Color
Music...is Form

Music...is Composed
Music...is Conducted
Music...is Improvised
Music...is Style

STATE WIDE OCCUPATIONAL TELEVISION (S.W.O.T.) (P)

Subject: COMMERCIAL ART

*8 color programs
7 to 14 minutes each
Secondary level*

This collection of instructional programs combines step-by-step explanations with examples and demonstrations. Each program is accompanied by a script, follow-up questions, and a bibliography.

These programs were produced and directed by Robert J. Regan, assisted by Denise Thereault, at the Greater Lowell Regional Vocational High School, Tyngsboro, Massachusetts. The project is under the direction of Jack Hall with support from the Massachusetts Department of Education's Division of Occupational Education. Teacher guide materials are available from MET.

Program titles:

Posters with a Felt Tip Pen
Cartooning is Fun
Principles of Color
Maintenance and Care of the Airbrush
Airbrush Handling
Fundamentals of Watercolor
Let's Create a Watercolor
Cubes in Perspective

Other S.W.O.T. programs are listed in the Career/Occupational Education section, page 11.



BASIC SKILLS

● THINKABOUT (P)

Subject: BASICS ALL IN ONE

60 color programs

15 minutes each

Intermediate level



THINKABOUT is designed to help fifth and sixth grade students strengthen their reasoning and thinking skills. Students have been using and enjoying the programs as a springboard for becoming independent learners, and for reinforcing their language arts, mathematics, and study skills. All sixty programs focus on applying basic skills to problem solving in real-life situations--such as researching the Loch Ness monster or planning the strategy for winning a canoe race.

These programs were produced by an Agency for Instructional Television (AIT) consortium of state and provincial education agencies in the United States and Canada. Additional support was provided by the Corporation for Public Broadcasting and Exxon Corporation. Teacher guide materials are available from MET.

Program titles:

Cluster 1: FINDING ALTERNATIVES

Why Bother?

Brainstorming

Blockbusting

TIP PROGRAM: You Can Remember!

Cluster 2: ESTIMATING AND APPROXIMATING

Estimating

Approximating

Using Estimating and Approximating

TIP PROGRAM: Find Your Guide

Cluster 3: GIVING AND GETTING MEANING

What's the Meaning?

Meaning is More Than Words

Remember the Audience!

But, What Does It Mean?

The Bigger Picture

Where Are You Coming From?

CHALLENGE PROGRAM: Make a Present for the Future

Cluster 4: COLLECTING INFORMATION

What Do I Know?

Where Should I Go?

What Should I Do?

TIP PROGRAM: Ways to Remember

Cluster 5: CLASSIFYING

Classifying Objects

Classifying Information

Stereotyping People

TIP PROGRAM: There Are Many Ways to Go

Cluster 6: FINDING PATTERNS

People Patterns

Communication Patterns

Cultural Patterns

Nature's Patterns

CHALLENGE PROGRAM: Search for the Unknown

Cluster 7: GENERALIZING

Drawing Conclusions

Checking Conclusions

Practice for Success

Cluster 8: SEQUENCING AND SCHEDULING

One Step at a Time

Plan Ahead

TIP PROGRAM: Calm Your Jitters

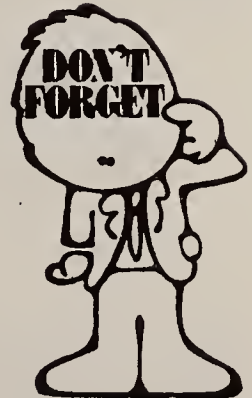
Cluster 9: USING CRITERIA

What Are They?

Where Do You Find Them?

How Do You Change Them?

CHALLENGE PROGRAM: Design a Language



(continued next page)

THINKABOUT (continued)

Cluster 10: RESHAPING INFORMATION

Symbols

More Than You Think

Summarizing

Maps and Models

TIP PROGRAM: Get Ahead with Goals

Cluster 11: JUDGING INFORMATION

Should I Believe It?

What's Important?

What's Enough?

Point of View

Persuasive Techniques

TIP PROGRAM: Make a Deal with Yourself

Cluster 12: COMMUNICATING EFFECTIVELY

Styles of Communication

Planning a Presentation

Making a Presentation

Making Your Point

Making It Come Alive

CHALLENGE PROGRAM: Make Something New

Cluster 13: SOLVING PROBLEMS

One Thing Leads to Another

A Matter of Time

There's Always a Risk

Hanging in There

CHALLENGE PROGRAM: Plan a City of the Future

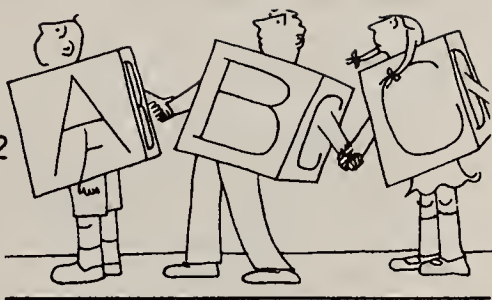
The following programs, described elsewhere in this publication, also relate to the instruction of basic skills. Some programs encompass several skill areas, and readers are encouraged to deal creatively with these, as well as MET's entire collection of videotapes. Page numbers are included to allow easy referral to program descriptions and titles.

CAREER/OCCUPATIONAL EDUCATION

- BREAD AND BUTTERFLIES, page 9

LANGUAGE ARTS/HUMANITIES

- ART OF READING, page 19
- EXPLORATIONS IN SHAKESPEARE, page 19
- GATHER 'ROUND, page 20
- A MATTER OF FACT, page 21
- A MATTER OF FICTION, page 22
- READ ALL ABOUT IT, page 23
- THE SHORT STORY, page 23
- WRITE ON!, Part I, page 24
- WRITE ON!, Part II, page 25



MATHEMATICS AND ECONOMICS

- MATHEMATICAL RELATIONSHIPS, page 27
- TRADE-OFFS, page 28

CAREER/OCCUPATIONAL EDUCATION

● BREAD AND BUTTERFLIES (P)

Subject: CAREER EDUCATION

15 color programs

15 minutes each

Intermediate level

While watching BREAD AND BUTTERFLIES, viewers establish career development goals essential to future career choices and an understanding of the economy. The programs recognize that the individual, not the job description, is the real focus, and that understanding others and the work they do is a way of understanding oneself. Many of the dramatizations show how basic skills relate to different careers.

Guide materials, available from MET, suggest community

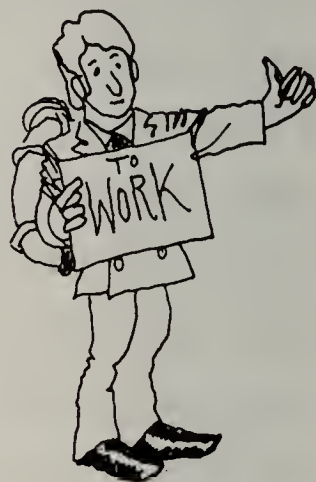
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BREAD AND BUTTERFLIES (continued)

involvement and program applications for different grade levels and curriculum areas. Production by a consortium of instructional television agencies was coordinated by the Agency for Instructional Television (AIT) Consortium, Bloomington, Indiana.

Program titles:

Treasure Hunt
Work Means
Me, Myself, and Maybe
Decisions, Decisions
School and Jobs
Taking Care of Business
I Agree--You're Wrong!
Success Story
The Way We Live
Planning Ahead: The Racer
Things, Ideas, People
People Need People
Our Own Two Hands
Power Play
Choosing Changes



FREESTYLE (3Y)

Subject: CAREER EDUCATION

13 color programs

30 minutes each

Intermediate/Junior high level

FREESTYLE explores the sex-role and ethnic stereotypes which inhibit job expectations and vocational planning. Compelling story lines involve the viewers in examining and changing career attitudes.

Station KCET-TV in Los Angeles, California, produced these programs. Teacher guide materials are available from MET.

Program titles:

Partners
Cheers
Flag
Helping Hands

Scoop, Part I
Scoop, Part II
Hike
Freestyle Variety Specials
Candidates
Young and Old
Good Signs
Hey, Mom!
Grease Monkey

STATE WIDE OCCUPATIONAL TELEVISION (S.W.O.T.) (P)

*Subjects: COMMERCIAL ART
PRINTING
SHEET METAL
MASONRY
CARPENTRY
ELECTRICAL APPLICATIONS*

*48 color programs (to date--still in production)
7 to 15 minutes each
Secondary level*

These instructional programs combine step-by-step explanations with examples and demonstrations. Each program is accompanied by a script, follow-up questions and a bibliography.

The COMMERCIAL ART series, page 5, is currently available from MET. For more information about programs in the other subject areas, and specific titles, contact:

Jack Hall
Director of Media Services
Greater Lowell Regional Vocational
Technical High School
Pawtucket Boulevard
Tyngsboro, MA 01879



FOREIGN LANGUAGE

PARLEZ-MOI (1Y)

Subject: BASIC FRENCH

30 color programs

10 minutes each

First or second year French

Sol, a gullible clown, is the lively character who stars in this basic French series. He gets himself into all sorts of scrapes that provide a context for vocabulary building and practice.

PARLEZ-MOI programs were produced by the Ontario Educational Communications Authority in Toronto. Teacher guide materials are available from MET.

Program titles:

Sol in the Restaurant
Sol on the Telephone
Sol and the Burglar
Sol and the Babysitter
Sol Goes Through Customs
Sol and the Fortunisteller
Sol's Weather Report
Sol's Physical Training
Sol at the Doctor's
Sol and the Washing Machine
Sol and the Garage Mechanic
Sol and the Policeman
Sol and the Cinema Ticket
Sol and the Scout Tent
Sol and the Christmas Tree
Sol and the Flea Market
Sol and the Photographer
Sol and the Fisherman
Sol and the Gambler
Sol and the Tomatoes
Sol at the Hotel
Sol at the Airport
Sol at the Hairdresser's
Sol's Job Interview
Sol Goes to the Beach



Sol's Birthday Cake
Sol the Painter
Sol at the Grocer's
Sol at the Hardware Store
Sol and the Clockmaker

GUIDANCE AND COUNSELING

INSIDE/OUT (P)

Subject: HEALTH/HUMANITIES

30 color programs

15 minutes each

Upper primary/Intermediate level

The perplexing emotions underlying common situations in the daily lives of children are the subject of INSIDE/OUT. The programs engage 8 to 12 year olds by presenting highly realistic situations in open-ended, dramatic formats. Each program deals with a single theme, exploring the range of possible attitudes and feelings about topics such as: taking dares, responsibility, prejudice, the death of a loved one, moving away, and others.

Programs treating such themes as death, divorce, or the unhappy home are recommended for use at the upper elementary and junior high level and are indicated with an asterisk (*). Because INSIDE/OUT deals with feelings, teachers should be prepared to encounter a wide variety of responses from students.

These titles were produced by the Agency for Instructional Television (AIT) Consortium, Bloomington, Indiana. Teacher guide materials are available from MET.

Program titles:

Because It's Fun
How Do You Show?
Strong Feelings
Must I/May I
Travelin' Shoes
Just Joking
But Names Will Never Hurt
*Home Sweet Home

(continued next page)

INSIDE/OUT (continued)

Jeff's Company
Buy and Buy
Can I Help?
Living with Love
Can Do/Can't Do
*Breakup
Love Susan
Brothers and Sisters
Someone Special
I Want To
When Is Help
Bully
But They Might Laugh
Lost is a Feeling
Donna (Learning to be Yourself)
You Belong
Just One Place
*In My Memory
I Dare You
Yes, I Can
A Sense of Joy
Getting Even

JACKSON JUNIOR HIGH (P)

Subject: ALCOHOL EDUCATION

4 color programs

15 minutes each

Intermediate/Junior high level

JACKSON JUNIOR HIGH is an alcohol education series for fifth through eighth graders. This timely series exploring alcohol, the nation's number one drug problem, covers the history of alcohol, its use and abuse, and the physical implications of drinking. Each episode sets the stage for viewers to discuss, explore, and clarify their attitudes and feelings toward alcohol.

Northern Virginia Educational Telecommunications Association of Annendale, Virginia, produced this series under a grant from the United States Department of Health, Education, and Welfare. Teacher guide materials are available from MET.

Program titles:

Route 1
The Party's Over
Barbara Murray
Like Father, Like Son?

ON THE LEVEL (P)

Subject: EMOTIONAL AND SOCIAL GROWTH

12 color programs
15 minutes each
Secondary level

This new series takes a look at emotional and social growth in adolescents. Each program uses live action and pertinent real-life experiences to help young people develop skills and insight for resolving the issues that most affect their lives.

ON THE LEVEL was produced by an Agency for Instructional Television (AIT) consortium, Bloomington, Indiana. Teacher guide materials are available from MET.

Program titles:

Dealing with Conflict
Changing Family Relationships
Developing Self Concept
Coping with Stress
Peer Group Membership
Friendship
Love
Prejudice
Alone vs. Lonely
Accepting Feelings
Career Aspirations
Thinking



SELF INCORPORATED (P)

Subject: EMOTIONAL AND SOCIAL GROWTH

15 color programs

15 minutes each

Intermediate/Junior high level

This series helps adolescents explore emotional and social problems. Moods, physical changes, dating readiness and pressure to achieve are among the topics introduced in open-minded dramatizations that stimulate candid discussion and individual reflection.

SELF INCORPORATED was produced by the Agency for Instructional Television (AIT) Consortium, Bloomington, Indiana. Teacher guide materials are available from MET.

Program titles:

Trying Times
Who Wins?
No Trespassing
Getting Closer
Down and Back
Pressure Makes Perfect
Two Sons
The Clique
Different Folks
What's Wrong with Jonathan?
Family Matters
My Friend?
By Whose Rules
Changes
Double Trouble



HEALTH

ALL ABOUT YOU (P)

Subject: HEALTH

30 color programs

15 minutes each

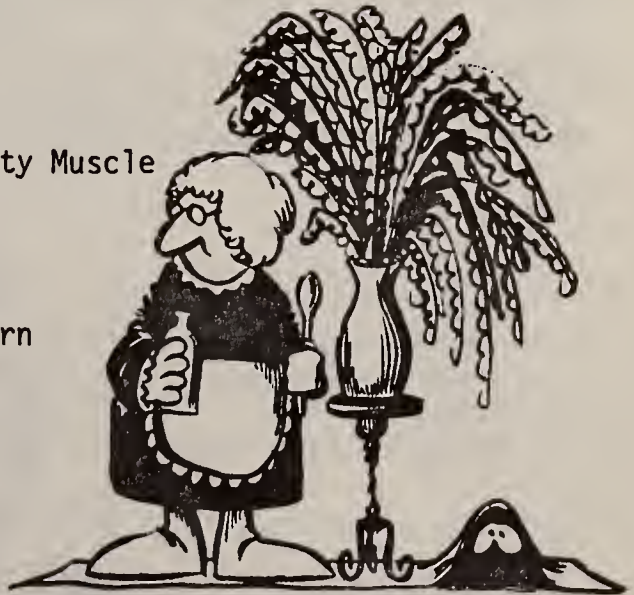
Primary level

ALL ABOUT YOU is a series about our bodies, our feelings, and the reasons for good health care. Puppets, models, film clips, and demonstrations make learning fun for young students.

This series was produced by MET at WGBH-TV in Boston for distribution by the Agency for Instructional Television (AIT) Consortium, Bloomington, Indiana. Teacher guide materials are available from MET.

Program titles:

What Are You Anyway?
What Holds You Up?
No Strings On You
Move Those Muscles
What's Your Fuel?
It's What You Eat
Good Mouthkeeping
What Are You Made Of?
Take a Deep Breath
Your Heart: The Mighty Muscle
Getting Rid of Waste
Your Birthday Suit
Getting the Message
Your Busy Brain
Look, Listen, and Learn
Handy Hands
Talk, Talk, Talk
What Keeps You Alive?
In the Beginning
Secrets in Your Cells
Look At You Now
No Two Alike



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ALL ABOUT YOU (continued)

Sneezles, Wheezles, and Measles
Watch Out!

If You Go to the Hospital
You and Your Feelings
Everyone is Afraid Sometimes
What are Families Made Of?
Everyone Needs A Friend
Everyone Else...And You

JOURNALISM

NEWS (2Y)

Subject: MEDIA

*6 color programs
15 minutes each
Secondary level*

NEWS raises questions about the effects and responsibilities of our news media. Walter Cronkite, Jack Anderson, Ben Bradlee, and others share their views and discuss thought-provoking national issues. The programs help students sharpen their analytic skills and apply these skills to their reading, viewing, and listening.

International Instructional Television Cooperative, Inc. of Falls Church, Virginia, produced this series. Teacher guide materials are available from MET.

Program titles:

News: What Is It?
News: A Closer Look
News: Communication
News: A Business
News: Careers
News: A Free Press



LANGUAGE ARTS/HUMANITIES

● ART OF READING (1Y)

Subject: READING

8 color programs

30 minutes each

Secondary/Adult level



This timely resource for basic skills development demonstrates a series of techniques for increasing reading efficiency. Using lively and memorable analogies, each program explains a particular reading skill, when and how to use it, and what the rewards are for the learner. The progression of skills includes: reading organization, purpose, comprehension, retention, recall, and speed. Students will find that the techniques transfer to all subject areas.

Learn, Inc., of Mount Laurel, New Jersey produced this series. Information about ordering the student workbooks and comprehensive teacher guide developed by Learn, Inc. is available from the 1980-81 MET Teacher Guide Supplement (K-12), or from MET.

Program titles:

Getting It All Together
It's All Right to be Wrong
Four on the Floor
A Competition with Yourself
An Active Mind
Surveying for Hidden Treasure
Rapid Reading
The Pay-Off

● EXPLORATIONS IN SHAKESPEARE (1Y)

Subject: LANGUAGE ARTS/HUMANITIES

11 color programs

25 minutes each

Secondary level

Rather than duplicate established and familiar approaches,

(continued next page)

EXPLORATIONS IN SHAKESPEARE (continued)

EXPLORATIONS IN SHAKESPEARE focuses on the human passions and problems which animate his characters and plays. Players act out selected scenes. A follow-up commentary then challenges students to explore the parallels between Shakespeare's world view and our society, and to react to interpretations of major themes and issues in the plays.

The Ontario Educational Communications Authority of Toronto produced this series. Teacher guide materials are available from MET.

Program titles:

Richard II--How to Kill the King
Henry IV, Parts I and II--The Making of the Ideal King
Troilus and Cressida--War, War, Glorious War
Anthony and Cleopatra--The World Well Lost
As You Like It--Doing Your Own Thing
Romeo and Juliet--The Words of Love
Othello--An Anatomy of a Marriage
Hamlet--The Trouble With Hamlet
Macbeth--Nothing Is but What Is Not
King Lear--Who Is It Can Tell Me Who I Am?
The Tempest--O Brave New World

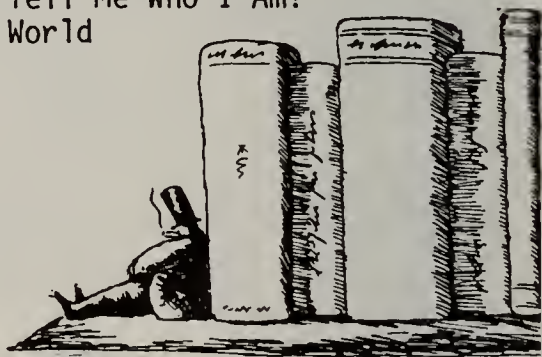
● GATHER 'ROUND (3Y)

Subject: STORYTELLING

16 color programs

15 minutes each

Primary level

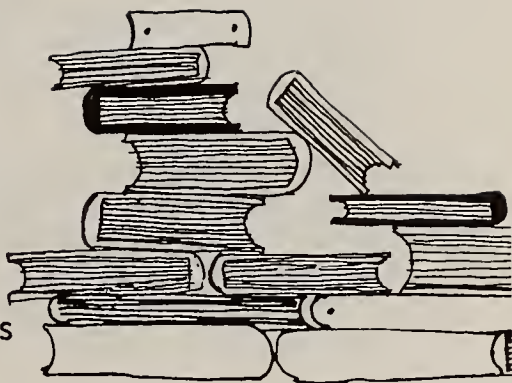


GATHER 'ROUND for some old-fashioned storytelling that enriches young imaginations and provides important early listening experiences for primary children. These legends, tales, and folklore from around the world have been chosen for their enduring qualities. Their settings and art reflect the time at which the best known stories or versions were written.

GATHER 'ROUND was produced by the International Instructional Television Cooperative Literature Project of Falls Church, Virginia. Teacher guide materials are available from MET.

Program titles:

The Princess and the Pea
Beauty and the Beast
The Bremontown Musicians
Puss in Boots
Rapunzel
Kalulu and the Leopard
The Fisherman and His Wife
The Pied Piper of Hamelin
The Frog Prince
The Golden Goose
The Shoemaker and the Elves
The Ugly Duckling
Cinderella
The Brothers and the Singing Toad
The Theft of Fire
Brother Rabbit's Astonishing Prank



● A MATTER OF FACT (1Y)

Subject: HUMANITIES

15 color programs

20 minutes each

Upper intermediate/Junior high level

A MATTER OF FACT explores a spectrum of historical, sociological, and biographical literature of interest to adolescents. Dramatizations, documentary and/or original film footage blend with interviews to recreate such themes as the perspective of American Indians and American Blacks, famous law cases, the natural and the supernatural, and exploration and adventure.

These programs were produced by WETA-TV in Washington, DC. Teacher guide materials are available from MET.

Program titles:

Search and Serendipity
Two Women in a Violent Time
Last Stands
It Will Happen Again
Man's Inhumanity
Man in a Paper Boat

(continued next page)

A MATTER OF FACT (continued)

And There Were No More
The Creative Person
Diggers and Finders
Black Wealth
As the World Plays
Trail of Tears
White Magic, Black Magic
Action, Reaction
To a Different Drum



● A MATTER OF FICTION (1Y)

Subject: READING

15 color programs

20 minutes each

Upper intermediate/Junior high level

This series was designed to stimulate students' interest in reading for pleasure. Books selected for A MATTER OF FICTION deal with adolescents and focus on areas of interest to this age group: the need to love and be loved, survival, heroism, delinquency, the generation gap, and others.

Station WETA-TV in Washington, DC, produced these programs. Teacher guide materials are available from MET.

Program titles:

The Pit, Smoke
A Slave's Tale
Ash Road
Donbas, The Endless Steppe
All the Dark Places, Five Boys in a Cave
The Faraway Lurs
The White Mountains, The City of Gold and Lead
Durango Street
The Innocent Wayfaring, A Traveler in Time
The Outsiders
The Year of the Jeep
Undertow, Count Me Gone
Across Five Aprils
The Day of the Bomb, The Little Fishes
Bookbag

● READ ALL ABOUT IT (1Y)

Subject: READING

20 color programs

15 minutes each

Intermediate level

A dramatic, spell-binding story provides the setting for introducing specific reading skills. The sleuths are a team of youngsters curious about deciphering messages of all kinds.

These stories were produced by the Ontario Educational Communications Authority in Toronto. Teacher guide materials are available from MET.

Program titles:

The Coach House
The Stranger
The Problem Pit
The Accidental Visitor
The First Edition
The Stolen Message
Strange Discoveries
'Tis Magic
Rhyme Time
The Place of Change
Voices in the Park
An Evil Pirate
Seek and Speak
Closer to the Truth
Time for Action
To the Rescue
Pictures in Your Mind
The Planet of Maze
Special Edition
The Showdown



● THE SHORT STORY (3Y)

Subject: LITERATURE

16 color programs

15 minutes each

Secondary level

Designed to increase students' enjoyment of original works,

(continued next page)

THE SHORT STORY (continued)

THE SHORT STORY features American, English, and European authors. The series covers a comprehensive range of genres--mystery, romance, allegory, adventure, saga, and slice-of-life. Each story is dramatized, adhering faithfully to the print version, and includes commentary on how different writers have influenced each other.

THE SHORT STORY was produced by International Instructional Television Cooperative of Falls Church, Virginia. Teacher guide materials are available from MET.

Program titles:

The Yellow Wallpaper
The Lull
Dave's Necklace
The Village Singer
The Birthmark
The Tell-Tale Heart
Mrs. Ripley's Trip
The Real Thing
The Boarded Window
The Dilettante
The Two Thanksgiving Day Gentlemen
The Bet
The Two Little Soldiers
The Diary of Adam and Eve
Tennessee's Partner
The Queen of Spades

● WRITE ON! Part I (3Y)

Subject: GRAMMAR

30 color programs

5 minutes each

Intermediate/Junior high level

WRITE ON! is a lively series of five-minute programs designed to illustrate the elements of grammar. The programs are clever and fast-paced, consisting of comical skits which highlight parts of speech, punctuation, and the rules of good composition. Common problems in language usage are also explored in these informative and entertaining segments.

The Ontario Educational Communications Authority of Toronto

produced Parts I and II, which are distributed by the Children's Television International, Falls Church, Virginia. Teacher guide materials are available from MET.

Program titles:

Stocky Mariano
La Bellicosa
Calling Dr. Kent
The Escaped Convict
Miss Grouse
The UFO
The Foolish Suitor
The Spice of Life
Fragment Fred
Slick Stagger
King Kane
Paolo Carbonara
The Making of Flaws
The Robber's Guide
Rhubarb Power
Henry Chan
Goodbye, Cruel World
Miss Newton's Trial
The Bard
Peter Berton
The Comma Kid
Irma Faust
Dracula's Defeat
Comrades X and B
Captain Kent
Cinderella Newton
Reginald Parse
The Mad Bomber
You Bet Your Life
Lucretia

● WRITE ON! Part II (3Y)

Subject: ENGLISH COMPOSITION

30 color programs

5 minutes each

Intermediate/Junior high level

This year, thirty new programs have been added to the WRITE ON! series. Part II focuses on the elements of good English

(continued next page)



WRITE ON! (continued)

composition. The outline, the topic sentence, tone, coherence and other features are illustrated in the context of fast-paced, humorous skits. Teacher guide materials are available from MET.

Program titles:

The Dreamer
Perchance to Dream
Curses, Foiled Again
The Night Before
Show Business
The Pharoah's Daughter
The Almost Dangerous Game
Happy Daze
The Old Man and the Paragraph
The Scarlet Penpal
A Critical Lapse
Gone with the Paragraph
I, Henry
Scribbling Beauty I
Scribbling Beauty II
The Rocking Horse Writer
Their Finest Paragraph
The Case of the Missing Editor
Transition Trek
The Devil and Henry Kent
An S.O.S.
Jungle Madness
The Revengers
Beau Jest
Machenry
Henry Kent, Tycoon
Henry's Angels
Leo Claws
Dream Weaving
Dream On



Also see "NEWS", page 18

MATHEMATICS AND ECONOMICS

● MATHEMATICAL RELATIONSHIPS (1Y)

Subject: MATHEMATICS

11 programs (color/black and white)

15 minutes each

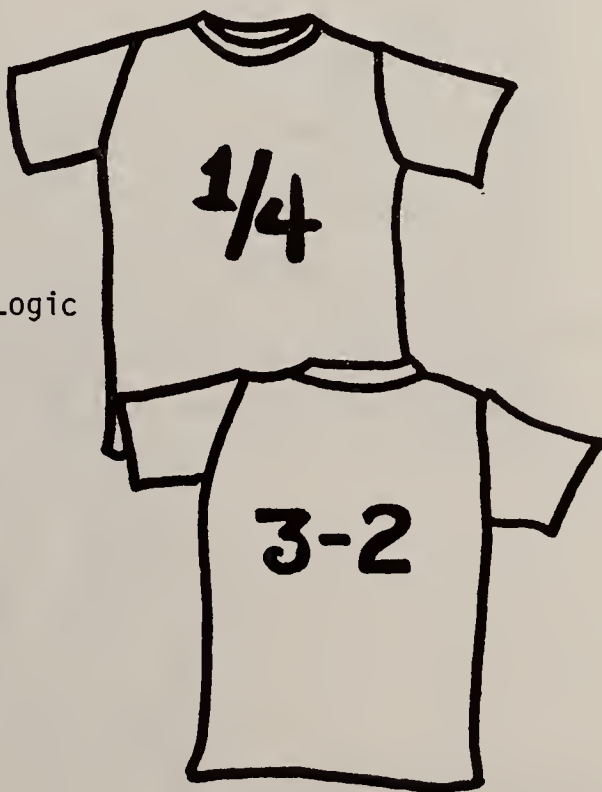
Intermediate/Junior high level

Basic mathematical concepts and their application in modern society are explored in this series. Students develop an awareness of and curiosity about the relationships that lie just below the surface of mathematics. Cartoons and unexpected juxtapositions provide a wealth of material for investigation and discovery.

Since these programs were produced by the Ontario Educational Communications Authority in Toronto, viewers will occasionally hear references to Canada. Teacher guide materials are available from MET.

Program titles:

Ratio
Number Patterns
Statistics
Probability
Time
Large Numbers
Fractions
Games, Puzzles and Logic
What Are Numbers?
How Big? How Many?
Geometric Shapes



● TRADE-OFFS (P)

Subject: ECONOMICS

15 color programs

20 minutes each

Intermediate/Junior high level

Using real life situations and special visual effects to highlight economic content, TRADE-OFFS helps students increase their knowledge of economic principles and problem-solving skills. These programs encourage students to think through problems and become more aware of the costs and benefits involved in economic decision making.

This series was produced by an Agency for Instructional Television (AIT) Consortium in Bloomington, Indiana. Teacher guide materials are available from MET.

Program titles:

Choice
Malcolm Dies
We Decide
Give and Take
Less and More
Working Together
Does It Pay?
Learning and Earning
Why Money?
To Buy or Not to Buy
To Sell or Not to Sell
At What Price
How Could That Happen?
Innocent Bystanders
Helping Out



SCIENCES

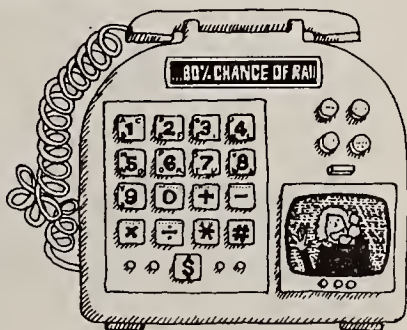
ADVENTURE OF THE MIND (5Y)

Subject: COMPUTERS

6 color programs

15 minutes each

Secondary level



This series about personal computing for the high school student has a strong career education component. An award-winning, timely series, ADVENTURE OF THE MIND is applicable to state-of-the-art technology in Massachusetts.

Children's Television International of Falls Church, Virginia, produced these programs. Teacher guides are available from MET.

Program titles:

- The Personal Touch
(Computers as Personal Tools)
- Hardware and Software
(Computer Components and Functions)
- Speaking the Language
(Communication with Computers)
- Data Processing, Control, Design
(Determining Personal Computer Applications)
- For Better or For Worse
(Advantages and Disadvantages of Personal Computing)
- Extending Your Design
(Impact of Personal Computers on the Individual)

ANIMALS AND SUCH (1Y)

Subject: SCIENCE

15 color programs

15 minutes each

Primary/Intermediate level

This series uses an ecological approach and contains four

(continued next page)

ANIMALS AND SUCH (continued)

units, any one of which can be used independently. Close-ups and microphotography reveal the characteristics, development, and behavior of a wide diversity of animal life: bacteria, insects, sea slugs, and larger mammals.

The Agency for Instructional Television (AIT) Consortium, Bloomington, Indiana, distributes these units which were produced by the Hampton Roads Education Television Association in Norfolk, Virginia. Teacher guide materials are available from MET.

Program titles:

UNIT I: HABITATS

- Life on a Rotting Log
- Microscopic Pond Life
- Ocean Animals
- Birds of Fisherman's Island

UNIT II: TYPES OF VERTEBRATES

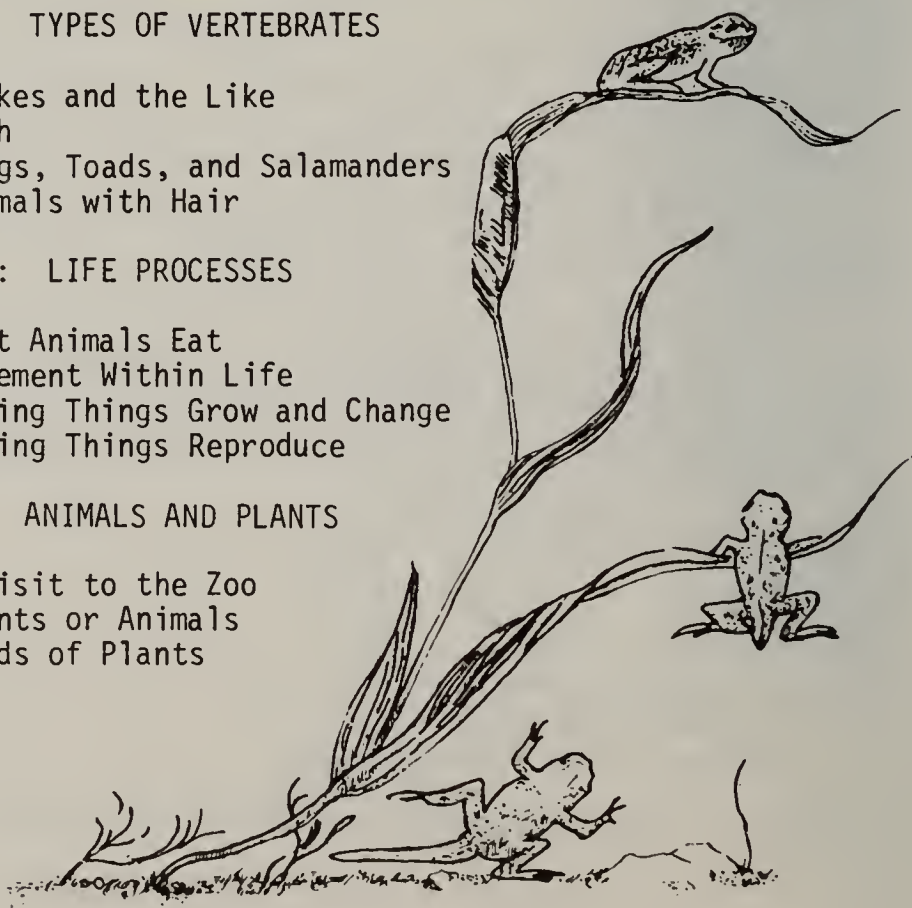
- Snakes and the Like
- Fish
- Frogs, Toads, and Salamanders
- Animals with Hair

UNIT III: LIFE PROCESSES

- What Animals Eat
- Movement Within Life
- Living Things Grow and Change
- Living Things Reproduce

UNIT IV: ANIMALS AND PLANTS

- A Visit to the Zoo
- Plants or Animals
- Kinds of Plants



BREAKTHROUGH (1Y)

Subject: SCIENTIFIC DEVELOPMENTS

9 color programs

20 minutes each

Secondary level

This mini-NOVA series links the latest scientific developments to general science in the schools. Polymers, magnetic levitation, cell fusion, and insect control are some of the discovery areas presented. The dozens of recent advances in science spotlighted in this series offer exciting possibilities for solving some of the world's critical problems.

Produced by the Ontario Educational Communications Authority in Toronto, teacher guide materials are available from MET.

Program titles:

Symbiotic Nitrogen Fixation

Cell Fusion

Anti-Juvenile Hormones

Magnetic Levitation

Photodegradable Polymers

The Litek Lamp

Insulinstat

Radiation

The K-Cycle Engine

CONTROVERSIAL ISSUES: CASE STUDIES IN CONSERVATION (1Y)

Subject: ECOLOGY

2 color programs

30 minutes each

Secondary level

CONTROVERSIAL ISSUES delves into land use, urban renewal, and industrial accountability. It provides a springboard for inquiring into and solving issues of vital concern to people and their environment.

The programs have been produced by the Maine Public Broadcasting Network in Orono. MET compiled this series along with a teacher's guide designed especially to help students sharpen their research and decision-making skills. Teacher guide materials are available from MET.

Program titles:

Limits

The Dam

DIMENSIONS IN SCIENCE (1Y)

Subject: CHEMISTRY

6 color programs

30 minutes each

Secondary level

This series will appeal to the scientist and non scientist alike. An articulate exploration of the world of chemistry, from geodesic domes to the newest in synthetic materials is provided. It has been designed to stimulate an interest in chemistry by illustrating real-life applications of scientific principles.

DIMENSIONS IN SCIENCE was produced by the Ontario Educational Communications Authority of Toronto. Teacher guide materials are available from MET.

Program titles:

Elements of Change
Quest into Matter
Agents of Change
Irreversible World
Matter of Balance
Dust of Life



DIMENSIONS IN SCIENCE (1Y)

Subject: PHYSICS

6 color programs

30 minutes each

Secondary/Adult level

The innerworkings of physics and their application to everyday life are unfolded through exceptional television techniques. Einstein's theory of relativity is illuminated for viewers in a particularly compelling and challenging program.

DIMENSIONS was produced by the Ontario Educational Communications Authority in Toronto. Teacher guide materials are available from MET.

Program titles:

Models in the Mind
Children of the Sun
The Time Machine

Space, Time, and Albert Einstein
The Indelible Stamp
The Big Bang

ECOLOGY: YOU AND YOUR ENVIRONMENT (1Y)

Subject: ECOLOGY

7 color programs

20 minutes each

Intermediate level

Designed to spark concern and understanding about air, soil, water, and sound pollution, these programs will appeal to fourth through eighth graders. A variety of animated characters and animals combine humor and information to illustrate the effects of pollution on us and our environment.

ECOLOGY was produced by the Ontario Educational Communications Authority in Toronto. Teacher guide materials are available from MET.

Program titles:

Look Back for Tomorrow (Introduction)

Air--We Err (Air)

The Brown Incident (Soil)

Water!!! (Water)

Sshhh!! (Sound)

To Be or Not (Body)

Veni, Vidi, Vici (Preservation of the Species)

ENERGY: WHAT'S IN STORE? (1Y)

Subject: ENERGY CONSERVATION AND DISCOVERY

4 color programs

12 to 18 minutes each

Upper intermediate/Secondary level

ENERGY: WHAT'S IN STORE? focuses on conservation and discovery. The programs take a look at the work of scientists and others in the process of developing new energy sources from the sun, earth, wind and waste.

This new series was compiled by MET, along with a teacher's guide (1980-81) designed to stimulate discussion and encourage ongoing exploration. Coe Films of New York distributes

(continued next page)

this series. Teacher guide materials are available from MET.

Program titles:

One Thousand Suns and To Bottle the Sun
Power from the Earth
Power without End
Bate's Car

FAST FORWARD (1Y)

Subject: TECHNOLOGY

10 color programs

30 minutes each

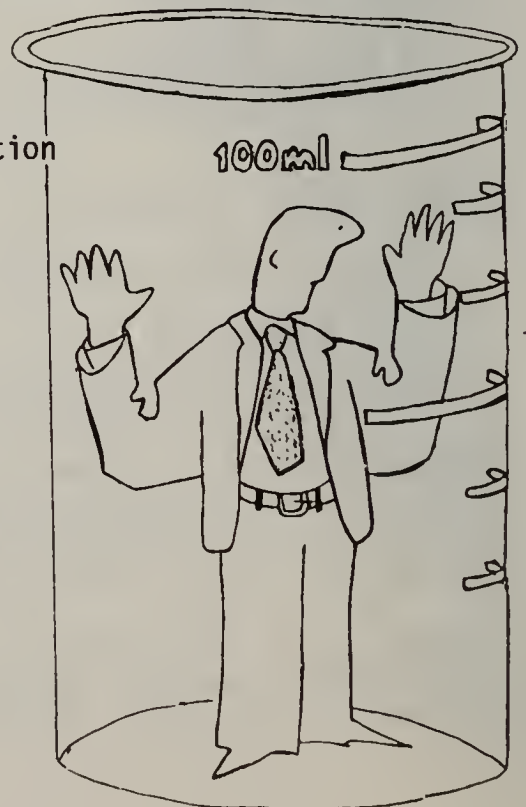
Secondary/Adult level

This is an informative and entertaining series on technology, encompassing how it affects our lives now and what lies ahead in the future. Medicine, robots, satellites, fiber optics, and electronic gadgets are some of the innovations highlighted in FAST FORWARD.

The Ontario Educational Communications Authority, Toronto, produced this series. Teacher guide materials are available from MET.

Program titles:

The Micro-electronic Revolution
The Information Marketplace
Personal Computing
Humanized Technology
Biomedical Engineering
New Perspectives
Simulations
Electronic Medicine
Memory and Storage
Television



MANY WORLDS OF NATURE (1Y)

Subject: NATURE

15 color programs

15 minutes each

Intermediate/Junior high level

Marshes, butterflies, milkweeds, and the complexities of plant and animal life are the subjects of these compelling nature films. Using close-ups and microphotography, each program illuminates and examines a segment of the natural world, while encouraging the student to observe, discover, and analyze it.

MANY WORLDS was produced by Screenscope Films of Arlington, Virginia. Teacher guide materials are available from MET.

Program titles:

Of Birds, Beaks, and Behavior

The Monarch and the Milkweed

Winter

The Marsh

Environmental Manipulation

Protective Coloration

The Oak

Adaptation

Seed Dispersal

Surviving the Cold

Flowers

Pollination Mechanisms

Evergreens

Tree Blossoms

Patterns



PRIMARY SCIENCE (1Y)

Subject: SCIENCE

8 color programs

15 minutes each

Primary level

PRIMARY SCIENCE provides an opportunity for children to observe a variety of plants and wildlife, and prepares the way

(continued next page)

PRIMARY SCIENCE (continued)

for continued study in the classroom. Each program introduces one element of elementary scientific inquiry and encourages children to apply the principle on their own following the program.

Station WENH-TV in Durham, New Hampshire, produced these programs. Teacher guide materials are available from MET.

Program titles:

Collecting Living Things
Watching Plants Change
Watching Animals Change
Field Trip to the Seashore
Field Trip to a Pond
Field Trip to a Farm
Field Trip to a Zoo
Pets in the Classroom



3-2-1 CONTACT (3Y)

Subject: SCIENCE

*13 color programs
30 minutes each
Intermediate level*

MET is pleased to bring you this successful science series. Trini, Marc, and Lisa, the engaging hosts of this science series, travel all over the country capturing first-hand views of the wide world of science including: geology, archeology, agriculture, and physics. Their enthusiasm and probing curiosity are contagious.

Children's Television Workshop of New York produced these programs. Teacher guide materials are available from MET.

Program titles:

Noisy/Quiet
Hot/Cold
Fast/Slow
Food/Fuel
Crowded/Uncrowded
Light/Dark
Big/Small

Near/Far
Growth/Decay
Communication
Forces
Order/Disorder
Surfaces

SOCIAL STUDIES AND GEOGRAPHY

ADVOCATES IN BRIEF (1Y)

Subject: CURRENT AFFAIRS

6 color programs

30 minutes each

Junior high/Adult level

Using the trial-debate format of the original series, these programs provide well-balanced presentations of both sides of current issues. Michael Dukakis, the moderator, offers articulate transitions and summaries.

ADVOCATES was produced by WGBH-TV in Boston. Teacher guide materials are available from MET.

Program titles:

Legalize Marijuana
National Service
Truants, Runaways
Preferential Treatment
Nuclear Power
Competency Testing



AFRICA FILE (1Y)

Subject: AFRICA

5 color programs

30 minutes each

Secondary level

The history and sociology of North and West Africa are explored in this five-part documentary series. The initial segments provide the viewer with a comprehensive background of prehistoric and colonial Africa. The final three programs investigate the impact of technology and urbanization on contemporary African life.

The Ontario Educational Communications Authority of Toronto produced this series. Teacher guide materials are available from MET.

Program titles:

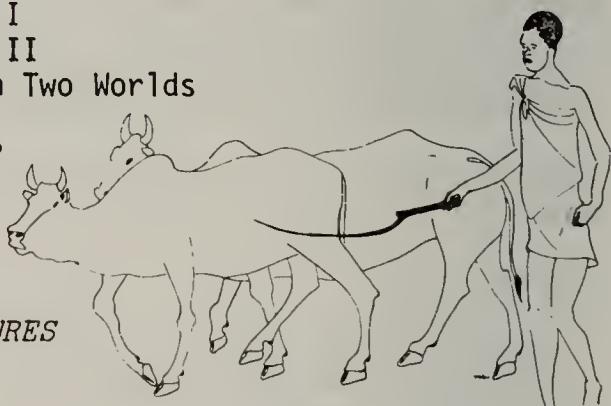
Search for the Past, I

Search for the Past, II

Kwame Kwaku: Between Two Worlds

Country to Town

Fez: City or Museum?



CHILDREN OF THE WORLD (1Y)

Subject: OTHER CULTURES

6 color programs

30 minutes each

Intermediate level

CHILDREN OF THE WORLD takes the student into the homes and personal lives of children in different cultures. It introduces the customs, problems, and challenges of people in other nations and develops an understanding of the similarities and differences among human beings.

These programs were produced by the National Educational Television in cooperation with The Canadian Broadcasting Corporation and UNICEF. The Agency for Instructional Television (AIT) Consortium, Bloomington, Indiana, adapted them for classroom use. Teacher guide materials are available from MET.

Program titles:

Brazil
Guatemala
Dahomey
Somalia
Nepal
Thailand

EQUAL JUSTICE UNDER LAW (P)

Subject: LEGAL DECISIONS

*6 color programs
30 minutes each
Secondary level*

Chief Justice John Marshall's landmark cases, including Aaron Burr's dramatic trial for treason, provide the themes for this series. The cases illustrate how Marshall's decisions helped define the powers of the judiciary and the federal government in an infant America.

EQUAL JUSTICE UNDER LAW was produced by WQED-TV in Pittsburgh, Pennsylvania. Teacher guide materials are available from MET.

Program titles:

Marbury vs. Madison
McCulloch vs. Maryland
Gibbons vs. Ogden
Trial of Aaron Burr, Part I
Trial of Aaron Burr, Part II
Trial of Aaron Burr, Part III

FACES OF MAN (1Y)

Subject: GEOGRAPHY

*4 color programs
30 minutes each
Intermediate level*

This series explores the geography and people of other lands. The richness of each culture is unfolded through close-ups of

(continued next page)

FACES OF MAN (continued)

their people and the influences that touch their lives. Work, government, religion, and value systems are some of the themes considered in the FACES OF MAN.

Screenscope Films in Arlington, Virginia, produced FACES OF MAN. Teacher guide materials are available from MET.

Program titles:

Germany
France
El Salvador
India

MASSACHUSETTS CONSTITUTION 200 (P)

Subject: STATE HISTORY

*1 color program
14 minutes
Secondary level*



This dramatic presentation uses character voices, sound effects and music to capture the mood and fervor of Massachusetts history, circa 1780.

Commissioned by a legislative committee, co-chaired by Senator John G. King and Representative William P. Nagle, Jr., the program was researched, written and produced by Intermedia Corporation of Cambridge for the two hundredth anniversary celebration of the Massachusetts Constitution's ratification. It was originally produced as a slide/tape and is now available on video tape.

ODYSSEY (P)

Subject: SOCIAL STUDIES

*5 color programs
60 minutes each
Secondary/Adult level*

These documentaries of past and present civilizations are made by the producer of the award-winning NOVA series. Visual essays describe and depict how we are learning more

about these cultures from the investigations of archaeologists and anthropologists.

The programs were produced by Public Broadcasting Associates, Inc. of Boston, Massachusetts. Teacher guide materials are available from MET.

Program titles:

Seeking the First Americans
Franz Boas
The Incas
Other People's Garbage
The Chaco Legacy

PEOPLE OF THE FIRST LIGHT (P)

Subject: NATIVE AMERICAN TRIBES

7 color programs

30 minutes each

Intermediate/Junior and senior high level

PEOPLE OF THE FIRST LIGHT is the first television series about the more than ten Native American tribes in the southern New England region. The series explores the history, traditions, culture, modern day activities, and feelings of cultural identity of Native Americans living in Massachusetts, Rhode Island, and Connecticut. Each of the seven segments focuses on a different geographic area, showing ways in which young Indians blend their heritage into their daily lives.

MET produced this series in cooperation with WGBY-TV, Springfield, Massachusetts. Teacher guide materials are available from MET.

Program titles:

Indians of Southern New England
Boston Indian Community
Indian Experience: Urban and Rural
Indians of Connecticut
The Wampanoags of Gay Head
The Narragansetts
The Mashpee Wampanoags

RIPPLES (1Y)

Subject: SOCIAL STUDIES

15 color programs

15 minutes each

Primary level

This series helps build human values, extend knowledge, increase aesthetic appreciation, and promote the understanding that in the real world, relationships are always changing. The programs, geared to students ages five to seven years, bring real-life explorations into the classroom.

RIPPLES was produced by the Agency for Instructional Television (AIT) Consortium in Bloomington, Indiana. Teacher guide materials are available from MET.

Program titles:

How Will I Grow?
Everybody's Different
You're It
55 to Get Ready
Out to the Moon
Going Home to Earth
Check-up
Going to the Hospital
Overnight at the Hospital
Animals Need You
Friends
Rhythms of Africa
Lost
Fire
Talking Round the World



TRULY AMERICAN (1Y)

Subject: FAMOUS AMERICANS

32 color programs

20 minutes each

Intermediate level

TRULY AMERICAN portrays the lives of famous Americans by combining interviews, historical film segments, and dramatizations. The biographies cover a wide range of personalities and professions, exploring the life-styles and accomplishments

of each person within an historical context.

WVIZ-TV in Cleveland, Ohio, produced the biographies for the Ohio State Department of Education. The series is distributed by the Great Plains National Instructional Television Library in Lincoln, Nebraska.

Program titles:

Benjamin Franklin/Benjamin Banneker
Thomas Jefferson/Andrew Jackson
James and Dolly Madison
Sojourner Truth/ Harriet Tubman
Frederick Douglas
Dr. Elizabeth Blackwell and Mary M. Bethune
Susan Anthony/Elizabeth Stanton
Sitting Bull
Mark Twain
Nellie Bly
Scott Joplin
Samuel Gompers
Theodore Roosevelt
Dr. Martin Luther King, Jr.
Jim Thorpe
Will Rogers
Amelia Earhart
Albert Einstein
George Washington/Abraham Lincoln
Marian Anderson
Jesse Owens
Eleanor Roosevelt
Langston Hughes
Carl Sandburg
Helen Keller
Harry Truman
Louis Armstrong
Walt Disney
Jackie Robinson
Jonas Salk, M.D.
Whitney Young, Jr.
Everyday Heroes



A VISIT TO . . . (1Y)

Subject: IN-SCHOOL FIELD TRIPS

14 color programs

15 minutes each

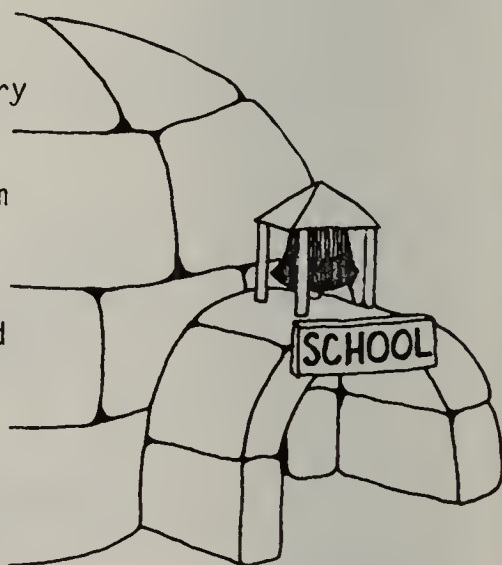
Primary level

This series of in-school field trips captures the flavor of interesting places, from behind the scenes at the theatre to a crisp autumn afternoon in cider country. The enticing list of destinations includes ranches, wild rice country, a bee farm, and, in true New England spirit, A VISIT TO...a maple sugar farm.

Journal Films of Evanston, Illinois, produced this series. Teacher guide materials are available from MET.

Program titles:

A Visit to a Theatre
A Visit to Apple Cider Country
A Visit with the Ranchers
A Visit to a Nature Center
A Visit to a Maple Sugar Farm
A Visit to a Honeybee Farm
A Visit to Snow Country
A Visit to Wild Rice Country
A Visit to a Wild Bird Island
Let's Go Out Together
A Visit to a Pond
A Visit with Farmer Joe
A Visit to a Movie Studio
A Visit to a Country Fair



TRAINING FOR TEACHERS AND PARENTS

CHILD'S RIGHT TO READ (P)

Subject: READING PROGRAMS

4 color programs

30 minutes each

Teacher training

CHILD'S RIGHT TO READ presents methods to improve or maintain

the quality of reading programs. It explores the use of teaching and school management models, innovative programs and practices, and community and paraprofessional helpers.

Produced by the California State Department of Education, this training program is distributed by the Agency for Instructional Television (AIT) Consortium, Bloomington, Indiana. Viewer guides are available from MET.

Program titles:

Oral Language Development
Personalizing Reading for Children
Helpers: Personalizing the Teaching of Reading
Change In Your School: How to Make It Happen

FOOTSTEPS (P)

Subject: PARENTING

*15 color programs
30 minutes each
Parent training*



FOOTSTEPS is an award-winning series for parents and parents-to-be. Five families from diverse background and experiences are depicted as they grapple with issues in family living. Realistic situations are explored including single parenting, moving, and coping with disappointment. Parents, teachers, and high school students will find this series a rich resource for family living courses and general instruction.

Sponsored by the United States Office of Education, Division of Educational Technology, FOOTSTEPS was produced by a consortium of Applied Management Sciences, Inc., Silver Springs, Maryland; Educational Film Center, Springfield, Virginia; and the Institute for Child Study, College Park, Maryland.

Program titles:

Queen for a Day (identity)
No Comparison (individuality)
Who Is Sylvia? (children and television)
And We Were Sad, Remember? (dealing with death)
Love Me and Leave Me (attachment/independence)
Spare the Rod (discipline)
The Secret of Little Ned (listening to children)

(continued next page)

FOOTSTEPS (continued)

Tightrope (parenting extremes)
There Comes a Time (societal support)
I'll Dance at Your Wedding (handicaps)
Act Two (step-parenting)
Tangled Webs (problem behavior)
Double Exposure (values)
From A To Zach (preparation for school)
On Our Own (responsibility)

LEXINGTON TEACHER TRAINING PROJECT: INTEGRATION OF
CHILDREN WITH SPECIAL NEEDS IN A REGULAR CLASSROOM (P)

Subject: INTEGRATING SPECIAL NEEDS STUDENTS

*10 color programs
30 minutes each
Teacher training*

This series was designed to help classroom teachers integrate special education students into the regular classroom. The programs provide numerous techniques, ideas, and methods for adapting instruction to the varied needs of students. Each topic area utilizes actual classroom examples to demonstrate successful application of the concepts being emphasized.

The Lexington Teacher Training Project of the Lexington Public Schools in Massachusetts produced these programs. Viewer guides are available for each program in the series from the Merrimack Education Center, 101 Mill Road, Chelmsford, Massachusetts 01824, Telephone (617) 256-3985.

Program titles:

Early Assessment: Step to Planning
Diagnosis and Educational Planning
After Assessment
Correcting Handwriting Problems
Developing Children's Language
Reading and Learning Styles
Mastering Math Skills
Every Child Can Learn
Together They Learn
Every Student Is Different: The High School

MICHAEL/SUSAN/STEPHEN (P)

Subject: SERVING SPECIAL NEEDS STUDENTS

1 color program

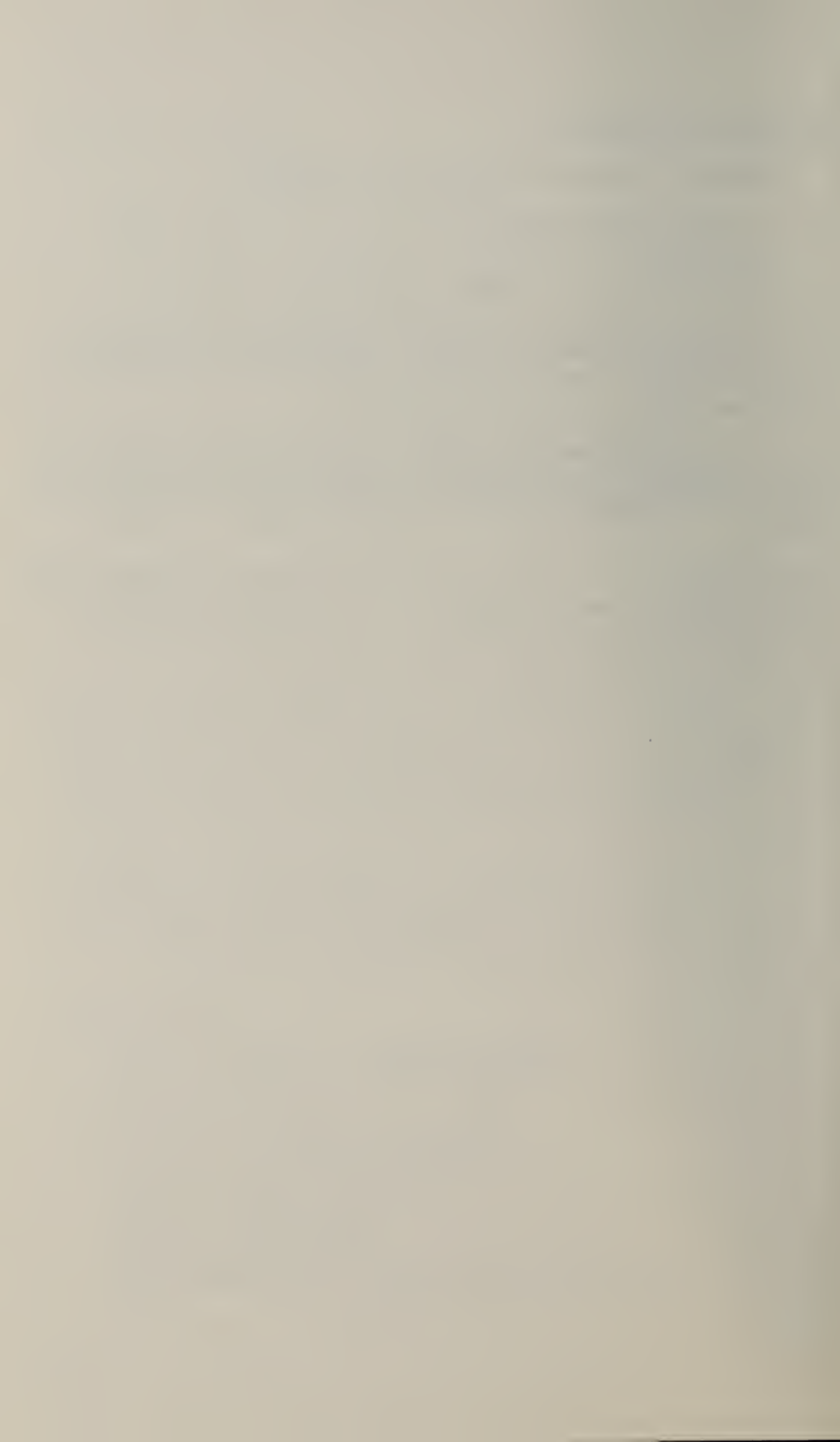
28 minutes

Parent/Teacher training

Of particular interest to educators and parents, these close-up case studies of three students from the Paul H. Dever State School in Taunton, Massachusetts identify a variety of services available to handicapped youngsters.

Because of each student's different educational and home-care needs, a unique program combining several kinds of institutional and community services has been developed for each child.

The program was written, produced and directed by Ron Rosenbaum and Soterios C. Zoulas for WSBK-TV, Boston, and the Massachusetts Department of Education.



Massachusetts Department of Education Regional Centers

Central Massachusetts Regional Center
Beaman Street, Route 140
West Boylston, Massachusetts 01583
617-835-6267

Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, Massachusetts 02140
617-547-7472

Northeast Regional Center
219 North Street
North Reading, Massachusetts 01864
617-727-0600

Pittsfield Regional Center
188 South Street
Pittsfield, Massachusetts 01201
413-499-0745

Southeast Regional Center
P.O. Box 29
Lakeville, Massachusetts 02346
617-947-3240

Springfield Regional Center
155 Maple Street
Springfield, Massachusetts 01105
413-739-7271

Resources For Schools...



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RESOURCES FOR SCHOOLS

MASSACHUSETTS
DEPARTMENT
OF EDUCATION

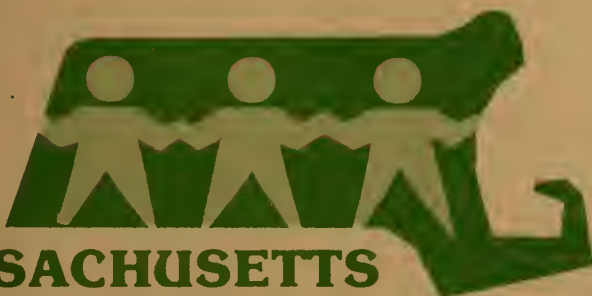
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3. A GUIDE TO DISSEMINATION AGENCIES

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RESOURCES FOR SCHOOLS

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WITH THE ASSISTANCE OF

The NETWORK

290 South Main Street
Andover, Massachusetts 01810



INTRODUCTION

Resources for Schools is a series of publications developed by the Massachusetts Dissemination Project for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools,
- to provide educators, parents and students with specific information about resources and materials for school programs and services,
- to help educators, parents, and students find and use educational information and resources they need to improve school programs,
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education, the Regional Education Centers, and all client groups.

Massachusetts Dissemination Project staff work at the Department of Education's Boston office and in each of the six Regional Education Centers. At each Center, sub-committees composed of educators, parents, and students work with Department staff to design and implement ways of using information, resources, and materials more effectively. Ultimately, the Regional Centers will function as switchboards -- sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series -- as its name suggests -- is one way the project is helping make these connections. *Please contact a member of the project staff (names and addresses are on the inside back cover) for more information about the series, the project or the Regional Center nearest you.*

The NETWORK of Innovative Schools in Merrimac provided assistance in designing and publishing the series. A special thanks is due Susan Harris, The NETWORK's liaison to the Massachusetts Dissemination Project.

The continued assistance and support by the Bureau of Educational Information Services, in particular by Sally Gelardin and Dr. Richard Gilman, is gratefully acknowledged.

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A GUIDE TO DISSEMINATION AGENCIES

...In a local school district in the Berkshires, the staff of the social studies department is meeting to select new instructional materials for the coming year. The task has proven to be an immense one: the committee has already met with seven publisher representatives, reviewed over thirty textbooks, and investigated program offerings available through the U.S. Office of Education, and...there's no end in sight.

...The Director of Special Education in a Greater Boston district is anxious to provide inservice training for his staff in the preparation of individualized educational programs (IEPs) for special needs students. After spending the better part of a day on the phone, he has managed to locate only one resource in this area -- a workshop package developed by the Bureau of Education for the Handicapped in Washington. He's sure there must be more, but just doesn't have the time to keep looking.

...The parents of a four-year-old in a Cape Cod community are interested in enrolling their child in a pre-school enrichment program. Since their local district offers no such program, they would like to find out about early childhood programs that have been successful in other communities and recommend one to their school board, but they are not quite sure where to begin their search.

The situations in which these individuals find themselves are symptomatic of a common problem facing educators and parents alike -- how to locate the most appropriate resources to address a particular curricular need or solve a specific educational problem. In most instances, the problem is not a lack of information or resources in a given field, but the inability to identify and select from the vast and frequently bewildering array of available programs and materials those that are most useful, educationally sound, and cost-effective.

In Massachusetts, a number of agencies and organizations offer programs and services specifically designed to help schools, parents, and communities find, select, and use educational resources. This Guide has been prepared by the Massachusetts Dissemination Project of the Massachusetts Department of Education to acquaint you with some of the "dissemination agencies" in the Commonwealth and the services they can provide.

What is a dissemination agency?

To answer this question, one must first look to the emerging field of educational dissemination and examine just what the term means.

In the past decade, the number of new educational programs, practices, and materials has become so vast that even the most sophisticated school districts have a difficult time keeping up with current developments. Billions of dollars have been spent by commercial publishers, professional associations, and other agencies to develop, test, refine, and make available educational innovations of every shape and kind. On one hand, this development has been a positive one: with literally thousands of programs and materials to draw upon, local schools should have little difficulty finding -- eventually -- those that best meet their needs.

On the other hand, however, the plethora of new practices has made it difficult for educators to find out what information and materials are available in a given field, to select those most useful for their district, and to learn how to use and evaluate them. To help alleviate this problem, a new field -- the field of educational dissemination -- has begun to evolve, and agencies and organizations that concentrate their efforts in this area perform a valuable and much-needed service to schools, teachers, administrators, parents, and others concerned with quality education.

In the context of the educational community, the term "dissemination" means the process of linking schools with available information, programs, practices, materials services, and people. Agencies and organizations that help schools in this way are often referred to as dissemination agencies, or linking agencies. This Guide identifies some of the dissemination agencies currently operating in Massachusetts and should be a valuable resource for educators in search of ways to improve their programs.

How will this Guide help me?

If the agencies described in this Guide were polled, chances are that few would identify themselves specifically as "dissemination agencies." One might define itself as an educational collaborative with a film library, while another might describe itself as a research and development firm with many diverse projects and interests. Another might say

that it is an educational service agency that helps schools become self-renewing organizations, while still another might be identified as an information center.

What the agencies included here have in common, though, is a commitment to helping schools define their educational needs, identify alternative ways of meeting those needs, and selecting and implementing programs or making informed decisions most appropriate for their particular situations. In performing this service, each of these agencies may properly be called a "dissemination agency."

Each of the thirteen agencies described in the Guide was selected because it meets the following criteria:

1. It provides:

PROGRAMS ...those offerings which are designed and then offered to an appropriate audience: e.g., a lecture series on school vandalism offered to school administrators.

or

SERVICES ...those offerings which are designed in response to specific school or community needs and requests: e.g., an inservice workshop on individualizing instruction designed and run for a local school district, or an information search on grouping for math skills instruction requested by an individual teacher.

or

RESOURCES ...publications, newsletters, products, materials: for sale, on loan, or free of charge.

2. To: teachers...parents...administrators...students... concerned citizens

3. On a statewide basis:

...only agencies offering services or memberships which are equally available to all schools across the state have been included.

It is certain that these are not the only Massachusetts agencies involved in dissemination. However, given that a major difficulty in resource utilization is identifying who has or knows about what, these thirteen represent a

good starting point for access to a wide array of programs, services, materials, and people. The Massachusetts Dissemination Project's intention is to provide information about other dissemination agencies, as it becomes known, in subsequent volumes of *Resources for Schools*.

November, 1977

CEDIS CURRICULUM SERVICES CENTER

60 Walnut Street
Wellesley Hills, Massachusetts 02181
617-235-8432

Contact Person: *Dwight D. Smith, Director*

The CEDIS Curriculum Services Center provides technical assistance and information services to assist schools, educational collaboratives, and public agencies to develop, implement and evaluate educational programs in Massachusetts.

CEDIS' delivery capabilities have been strengthened and broadened by entering into a formal collaboration with the NETWORK OF INNOVATIVE SCHOOLS, Inc. (Andover, Massachusetts) which has a proven national reputation of providing technical assistance in a wide variety of process and content areas.

SERVICES

CEDIS offers a variety of technical assistance models including on-site workshops in program and staff development; seminars for decision-makers; and major contracts for technical assistance and support services in the following areas.

- | | |
|---|---------------------------------------|
| ● Curriculum and Program Development | ● Staff Development and Team Building |
| ● Innovative Programs in Occupational Education | ● Career Education Models K-12 |
| ● Youth Employment Programs | ● Instructional Materials Evaluation |
| ● Implementing Equal Educational Opportunities | ● Program Evaluation |
| ● Mainstreaming Special Needs Students | ● Information Dissemination |

PROGRAMS

CEDIS currently operates three major projects combining technical assistance and information services

CONSUMER-HOMEMAKING RESOURCE CENTER provides assistance to consumer-homemaking departments throughout Massachusetts, particularly those working to effectively implement Chapter 622 and Chapter 766. Services include curriculum development consultation, in-depth technical assistance to pilot schools, a state-wide mail-loan program of screened instructional materials and publications of professional interest. For more information, contact Sally C. Rivenburgh.

BOSTON MIDDLE SCHOOL CAREER EXPLORATION PROGRAM is a comprehensive technical assistance project designed to assist all 26 middle schools in the development and implementation of career exploration for all students and to develop and disseminate products emanating from the project. For more information, contact John R. Shaffer.

CURRICULUM SERVICES CENTER operates the Participating School Program, a statewide information dissemination network, to which 70 secondary schools presently subscribe. The key to the program is the appointment of a school staff member to serve as the CEDIS Linker. The Linker is responsible for the flow of all CEDIS resources to the appropriate individuals in the school. This individual also assists in the effective use of these resources for curriculum development and adaptation, implementation of new programs, staff development, proposal writing, needs assessment, and evaluation.

RESOURCES

CEDIS maintains a comprehensive educational resource center for use upon arrangement by Massachusetts educators. Resource materials and facilities include:

- In-house collection of 2,000 occupational and career education documents
- Microfiche file of curriculum materials developed in Massachusetts

- Indexes to the complete ERIC collection
- Microfiche duplication service
- Resource publications
- Loan program of experimental resources

Inquiries or requests for information about CEDIS should be directed to Dwight Smith, Director.

CITIZEN RESOURCE CENTER

Beaman Street, Route 140
West Boylston, Massachusetts 01583
617-835-6056

Contact Person: Nancy Brown, Executive Director

The Citizen Resource Center (CRC), developed by the Central Massachusetts Citizens Involved in Education, promotes citizen participation in the public school educational process by providing and publishing information on educational issues and by training citizens for collaboration and educational involvement. CRC offers several categories of institutional and individual membership and also encourages use of their resources by all interested citizens.

SERVICES

CRC information and referral services serve local communities at extension units in public libraries staffed by local resident volunteers.

A telephone information service (617-865-6056) is operated by CRC staff to answer questions and assist citizens in locating needed information.

The CRC Speakers Bureau can arrange for speakers on more than 30 educational topics to visit area schools and communities.

PROGRAMS

SEMINARS AND WORKSHOPS. Specific workshops for Title I PACs and for teachers on parent-teacher involvement, as well as seminars and workshops on topics such as citizen advisory group activities, the role of the school committee, and school evaluation.

SCHOOL COMMUNITY COLLABORATION SEMINARS, conducted at interested schools, designed for parents, teachers, administrators, school committee members, students, and others, to evaluate their school or district and form strategies for improvement.

INDIVIDUAL CONSULTATION AND ASSISTANCE.

RESOURCES

The CRC maintains a library at the Regional Education Center in West Boylston, used by members as a lending library and by interested citizens on a walk-in basis. The wide range of educational subject categories include: exemplary citizen involvement programs in the area; general information about citizen involvement on a state and national level; information on area towns and school systems; policy information on school system organization and governance on local, state, and national levels; a comprehensive collection of books and articles on specific educational issues, such as needs assessment, curriculum procedures, special education, etc.; and information from educational organizations.

CRC members receive the Citizen Resource Centers NEWS, a bi-monthly newsletter describing citizen involvement programs and activities in the state.

COST

CRC offers several categories of group membership, including:

1. Full Institutional Membership (\$65). Primarily for schools, this category provides:
 - presentation of the CRC School Community Collaboration Seminar, with follow-up assistance, or a parent involvement workshop at the school.
 - consultation with CRC staff members.
 - notification of CRC workshops, and other mailings.
 - 20 copies of each issue of the CRC newsletter.
 - participation in CRC Parent-Leader workshops at half price.
 - two rotating borrowing cards for the CRC library.
2. Associate Membership (\$35). Includes the last five benefits of Full Institutional Membership.

3. Supporting Membership (\$25). Includes consultation with staff members; notifications and mailings; 20 copies of the newsletter; a single borrowing card.

Individuals may join CRC in any of the following categories: Basic (\$2); Individual (\$5); Family (\$10); Sponsor (\$25); Patron (\$50); Benefactor (\$100).

Contact Nancy Brown, Executive Director of CRC for further information.

COMPUTER-BASED INFORMATION SERVICE CBIS

Mitre Corporation
Box 208
Bedford, Massachusetts 01730
617-271-2744

Contact Person: John Evans, Director

The Computer-Based Information Service (CBIS) provides computerized information to assist educational managers and negotiators in three areas: contract bargaining, budgeting, and 766 Aid analysis. CBIS was developed for the Massachusetts Association of School Committees (MASC) and the Massachusetts Association of School Superintendents (MASS) by the MITRE Corporation and is operated by the Institute for Educational Services.

The CBIS data bank contains information on more than 90% of Massachusetts school districts. Data are drawn from state and federal reports, reports of professional organizations, and special CBIS surveys, as needed.

Two service plans are available to subscribing school committees and superintendents. Subscription fees are based upon the number of pupils per superintendency and range from \$200-\$500 for a Sustaining Subscription and from \$600-\$1600 for a Full Service Subscription, for superintendencies holding memberships in MASC/MASS.

CBIS FULL SERVICE SUBSCRIPTION

STANDARD REPORTS. CBIS data are organized into five standard report formats: Ability to pay; District characteristics; Teachers' salaries; Administrative salaries; a report that combines all four formats. Subscribers may order up to eight reports. Requests can be processed within 24 hours.

YEAR-END REPORT. This is a yearly printout of alphabetically arranged data on 379 school districts, and includes data from teacher salary schedules and on district factors such as population, equalized valuation, tax rates, and mean income.

ORIENTATION SESSIONS. These sessions at the SCOPE computer terminal instruct users in operation of the data retrieval system and provide training in report design.

PERIODICAL NEWSLETTERS. Subscribers receive regular newsletters on significant issues in collective bargaining, budgeting, and 766 Aid Analysis.

WORKSHOPS. CBIS conducts two workshops per year for subscribers, focusing on current issues facing education managers.

PROBLEM-SOLVING SESSION. Resubscribers receive one 1-hour consultation session to assist with problems such as preparing for fact-finding, improving Chapter 766 reporting and examining budgets.

SUBSCRIBER'S GUIDE TO CBIS SERVICES. One copy of this user's manual is provided with each subscription.

OPTIONAL SERVICES

PROPOSAL COSTING. This service forecasts employee population distributions, computes alternative salary schedules, projects system-wide budget and taxpayer impacts, and predicts the salary-range consequences of various proposals.

CONTRACT CLAUSE ANALYSIS. This service provides an analysis of contract provisions, using both the manual and computerized data base, for an in-depth perspective on any given issue.

REDUCTION IN FORCE MANUAL. This self-help manual covers topics such as sample reduction in force clauses from other states, sample Massachusetts clauses, a procedure for formulating or revising clauses.

CBIS SUSTAINING SUBSCRIPTION

Sustaining Subscriptions include one Year-End Report, attendance at two CBIS workshops, and a newsletter subscription.

COMMUNITY EDUCATION DEVELOPMENT CENTER

Institute for Community Service
Worcester State College
18 Chicopee Street
Worcester, Massachusetts 01602
617-752-7700

Contact Person: *Dr. Joseph Zegarra, Assistant Director*

The Community Education Development Center provides free consultation in any phase of community school initiation, maintenance, or expansion. As part of the Institute for Community Service at Worcester State College, the Center provides training and research services, and disseminates information in the field of community education to the entire Commonwealth.

SERVICES

The Center now offers or is planning to offer the following services:

- The provision of graduate and undergraduate student interns to assist daily operation of local educational agencies.
- Organization of both credit and non-credit educational programs to meet requests from community groups, either on-campus or off-campus under the New Horizons concept.
- Consultation with local educational agencies and private and public human service agencies to increase the effectiveness of community education.
- Assistance to community colleges interested in becoming Community Education Development Centers.
- Training of trainers in fields such as life-coping skills, adult education, and community councils.
- Provision of off-campus courses to agencies or community groups, on request, such as educational administration courses taught at local schools.

- Assistance to educational agencies, human service agencies, and state department agencies in the preparation of proposals for public or private grants in community education.
- Formation of a Resource Center Search Service. Searches will be conducted in cooperation with the multi-media center at Montclair State College, New Jersey, and with the ADELL service at Northern Illinois University.
- Technical assistance to school districts or individuals working or interested in the various components of community education such as adult education, community councils, community schools, and educational administration leadership.

PROGRAMS

The Center is presently planning the following programs:

- A series of seminars for field people from the areas or components of community education. Representatives from the Center will prepare topics according to individual interest and the needs of participants.
- A series of regional workshops on life skills.
- A teacher exchange program for teachers in Adult Learning Centers.

RESOURCES

- Films, tapes, displays, and publications related to community education, are available (free or at cost) to interested organizations, agencies, school districts, and individuals on request.
- Buildings at the Institute are available to outside groups for meetings that relate to community education.
- The Center prepares regular newsletters on current issues and activities in the field of community education such as the *Worcester State College Community Education Newsletter* and the *Massachusetts Adult Education Newsletter*. These are sent to over 2000 individuals in Massachusetts and are available on request.

--The Center will provide examples of needs assessment and program evaluation instruments to local educational agencies, community groups, and other human service agencies on request.

For additional information about the Community Education Development Center or the Institute for Community Service, contact Dr. Joseph Zegarra, Assistant Director of the Center.

EDUCATION DEVELOPMENT CENTER, INC. EDC

55 Chapel Street
Newton, Massachusetts 02160
617-969-7100

Contact Person: *Marcia Culhane*
EDC Distribution Center

Education Development Center, Inc. (EDC) is a publicly supported non-profit corporation engaged in educational research and development. At present, EDC is conducting about 30 projects, each with its own funding, director, and staff. These are currently organized in clusters, as described below.

PROGRAMS

SCHOOL AND SOCIETY PROGRAMS (SSP) includes projects designed to help learners understand and function in their social contexts. Some focus on human development, including problems of parenting and health; others explore the intersection between technology and society. SSP Field Services provides technical assistance in the use of these materials.

QUANTITATIVE SKILLS PROGRAMS has projects that promote realistic and commonsense approaches to the teaching of mathematics at the elementary and postsecondary levels, with a special emphasis on the needs of minority youngsters and on new approaches to testing.

CONTINUING EDUCATION PROGRAMS concentrates on improving learning opportunities for adults, through inservice programs for educators, internships, special education and teacher center activities.

INTERNATIONAL PROGRAMS provides educational services to developing countries, including institution-building projects in Algeria and Nigeria, and health-care and other projects in Latin America.

SPECIAL PROJECTS OFFICE has a primary emphasis on programs involving women, such as a dissemination project for the Women's Educational Equity Act Program, and a film-based high school curriculum on the role of women. Also included are a research project in music education, a film on an independent secondary school, and the start of a project on computer education.

RESOURCES

EDC has developed an extensive collection of films, publications, and curriculum materials that are available both from commercial distributors and by mail order from the EDC Distribution Center. EDC will send, on request, the Distribution Center Catalog (describing nearly 140 films and materials) and the Science and Technology Catalog, as well as information bulletins on New Films in Education, Films on Special Education, Films on Health, and Films on Women. EDC also regularly publishes *EDC News*, a newsletter with articles about current projects, and issues in education, information on workshops and conferences, book reviews, and updated listings of EDC-produced films and publications.

Schools should contact Marcia Culhane at EDC for information about EDC programs and resources.

INSTITUTE FOR RESPONSIVE EDUCATION

IRE

704 Commonwealth Avenue
Boston, Massachusetts 02215
617-353-3309

Contact Person: *Betsy Wachtel*
President: *Don Davies*

The Institute for Responsive Education (IRE) is a private, non-profit organization created to study and assist the process of citizen participation in educational decision-making. IRE staff activities, funded by private and government grants, include research, evaluation, work with and for state organizations and agencies, training, and technical assistance to local educators and citizens.

PROGRAMS

A recent IRE grant awarded from the New World Foundation will research two areas of concern to citizen groups and educators. Research on collective bargaining in public schools will examine alternatives to the trade union bargaining model. A look at school/community councils will consider ways to increase the number and effectiveness of such councils.

In August, 1976, IRE was awarded a three-year contract from the School Capacity for Problem Solving Group of the National Institute of Education to study citizen participation in educational decision-making. The purpose of the study is to learn more about ways in which parents and other community members, particularly urban minorities and the poor, can effectively involve themselves in decisions which affect the education of their children.

The first year of the study has resulted in seven publications, titles and copies of which are available from IRE. The second two years of the study will focus on in-depth research in three sites: Boston, Atlanta, and Los Angeles.

RESOURCES

NATIONAL CLEARINGHOUSE. A National Clearinghouse on School-Community Councils has been established at IRE. Funded by a grant from the Charles Stewart Mott Foundation, the Clearinghouse can make available materials describing the

formation and activities of school councils. Three information Packets have been assembled for use by parents, citizens, and school personnel: Packet #1 - Legislation, Regulations, and Reports (\$3); Packet #2 - A series of short articles which combine practical advice with new ideas (\$3); Packet #3 - Examples of council guidelines recently adopted for use in communities around the country (\$4).

IRE maintains a list of school districts involved in the development of community councils which it will make available to interested communities wishing to share experiences with other councils.

The Clearinghouse provides references and referrals to anyone interested in the area of citizen participation in education. Visitors are encouraged to use the library at IRE.

QUARTERLY JOURNAL. IRE publishes a quarterly journal, "Citizen Action in Education," which provides articles and current information on citizen participation in the education process. Copies are available by subscription in return for a contribution of \$5 per year. Present circulation is over 40,000 nationally.

REPORTS AND BOOKLETS. In addition to serving as a clearinghouse for information on citizen participation in education, IRE also publishes a number of reports on past research projects. A price list for all IRE publications is free upon request.

Requests for information about IRE programs and resources should be directed to Betsy Wachtel.

MASSACHUSETTS DEPARTMENT OF EDUCATION

Central Office:

31 St. James Avenue
Boston, Massachusetts 02116
617-727-5792 (general information and referral)

Regional Education Centers:

Central Massachusetts Regional Center
Beaman Street, Route 140
West Boylston, Massachusetts 01583
617-835-6267

Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, Massachusetts 02140
617-547-7472

Northeast Regional Center
1551 Osgood Street
North Andover, Massachusetts 01845
617-687-3351

Pittsfield Regional Center
188 South Street
Pittsfield, Massachusetts 01201
413-499-0745

Southeast Regional Center
P.O. Box 29
Lakeville, Massachusetts 02346
617-947-3240

Springfield Regional Center
155 Maple Street
Springfield, Massachusetts 01105
413-734-2167

A REGIONALIZED DEPARTMENT OF EDUCATION

It was eleven years ago that the concept of regional education centers first began to receive attention from the State Board of Education. In the ensuing years the Commonwealth has seen the centers develop from a few small outposts to a group of strong service organizations, each closely linked to its region as well as to the central office in Boston.

Today the six regional centers provide services to school districts in a much more efficient and effective manner. Since the centers are small and accessible, they are able to assess local needs, tailor services and monitor local concerns in a way that a centralized Department cannot. By bringing the Department of Education closer to the public, the centers can more easily secure local perspectives on statewide issues.

Regional center staffs are equipped to provide a range of services to the public. Almost all areas of Department expertise are represented: curriculum services, student services, adult education, bilingual education, equal educational opportunity, occupational education, institutional schools, school building assistance, special education and school management services.

The regional centers then, are the first places educators, parents and students should go for information, resources, technical assistance or help in a wide range of areas. Those programs, services and resources are listed in the first section below.

Since this publication focuses on the programs, services and resources that are available, the Department's responsibility for program monitoring or the enforcement of state or federal education mandates are not included.

Information about Department resources in the form of publications and newsletters is given only a general reference under each unit entry. For a specific list and descriptions of all Department publications see *Resources for Schools #1: A Catalog of Publications from the Massachusetts Department of Education*, available from all regional education centers.

Regional Education Centers

Services, programs, and resources available from each regional center:

SERVICES

TECHNICAL ASSISTANCE. Provides information and assistance to parents, students, school committee members and school districts on such issues as school district collaboration, teacher certification, federal funding, occupational education including career education and career guidance, special education services relating to Chapter 766 programs, Chapter 622 and Title IX, school building assistance and school

district reorganization, school management services including school budget management and state reimbursements, statewide assessment, "Right to Read" activities, laws relating to education, mandates, regulations and policies of the Board of Education, student financial aid and educational research and aids local schools in the collection, preparation and synthesis of material requested by the Department of Education such as the end-of-year pupil financial report.

STUDENT SERVICE CENTERS. Provides resource information, technical assistance, guidance, research facilities, and referral services for student rights, student records regulations, Chapter 467 and other student-related issues.

CURRICULUM DEVELOPMENT. Disseminates materials and teaching approaches appropriate to a school's instructional needs.

FUNDING. Provides information and processes applications for federal and state grants in ESEA Title IV (C), and certain Special Education Occupational Education funding categories.

PROGRAMS

INSERVICE TRAINING. Provides inservice training for professionals and paraprofessionals working in schools within the region through workshops, conferences, etc. in response to needs identified in needs assessments.

RESOURCES

CURRENT PUBLICATIONS. The regional centers have a supply of most publications produced by the Department. See *Resources for Schools #1: A Catalog of Publications From the Massachusetts Department of Education* for a complete listing.

VIDEO TAPES. Each center has copies of two series of inservice training video cassettes on special education. Those are the *Lexington Teacher Training Project* tapes and *Teaching Children With Special Needs*. While each center's policy for obtaining them may differ, most will loan them out to teachers on a short-term basis.

There are additional programs and services which are unique to each center. These are outlined below:

CENTRAL MASSACHUSETTS REGIONAL EDUCATION CENTER

Programs

METRICS TRANSITION PROGRAM. Conducts workshops for teachers, students, and sometimes the general public to familiarize them with the metric system. Offered in conjunction with Worcester Polytechnical Institute and the Worcester Science Center.

VISION RESOURCE LIBRARY. Provides braille and large type books, cassettes, tactile aids, and classroom materials for blind and visually handicapped students registered at the Library.

Contact: David Backlin -- 835-6267

GREATER BOSTON REGIONAL EDUCATION CENTER

Services

RESOURCE ROOM. Circulates non-print materials, provides for in-room use of print materials, in-house preview of audio-visual materials on center's equipment, reference service and document dissemination.

Contact: Barbara Ramsdell -- 547-7472

NORTHEAST REGIONAL EDUCATION CENTER

Services

PERSONNEL/PROGRAM RESOURCE FILE. Provides information on exemplary programs currently operating in some schools and personnel with the expertise to help other schools develop similar programs. This service will be available in June of 1978.

Contact: Peter Coffin -- 687-3351

PITTSFIELD REGIONAL EDUCATION CENTER

Services

COMPUTER-AIDED INSTRUCTION. Provides area high schools with access to a computer located at Berkshire Community College and works with high school staff to coordinate its use.

RESOURCE FILE. Provides a file on human, program and material resources that are available in and to the Pittsfield Regional Center and maintains a library of instructional materials including textbooks, workshops, periodicals, publishers catalogues and professional references. This service will be available in June of 1978.

Contact: Donald Geer -- (413) 499-0745

SOUTHEAST REGIONAL EDUCATION CENTER

Services

MEDIA CENTER. Provides educational tapes and films to local schools for use in the classroom.

Programs

PROJECT ERR (Educational Redirection and Recycling). Provides educational training to teachers and administrators in 47 member school districts in the region through workshops, seminars and courses at Bridgewater State College.

Contact: Paul Francis -- 947-3420

SPRINGFIELD REGIONAL EDUCATION CENTER

Services

URBAN SERVICES. Provides assistance to school districts such as Springfield in areas that particularly affect them as urban school districts.

Provides video cassette duplication service to schools for some video cassettes in the MET (Massachusetts Educational Television) library. See *Resources for Schools #2: Video Tapes for Teaching* for a complete description of this service.

Contact: Jennie Benton -- (413) 734-2167

There are certain services, programs, and resources that originate from the various units within the central office and those are listed in the following sections:

Central Office Units

EDUCATIONAL INFORMATION SERVICES BUREAU

Services

Provides educational information and referral services to the staff of the Department of Education, educational practitioners, news media and the general public.

Resources

CURRENT PUBLICATIONS/NEWSLETTER: Education: The Commonwealth of Massachusetts, Annual Report, School Directory. Because this bureau produces all Department publications, it can locate or provide copies of most of them, in addition to those listed above.

Contact: Robert Bogart -- 727-5792

MASSACHUSETTS DISSEMINATION PROJECT

Services

Disseminates materials through state-wide conferences, meetings and regional workshops.

Works with regional and state-wide groups to determine needed information materials and develops resources and services.

Assists central and regional center units in coordinating and strengthening the dissemination or sharing of educational information and materials to parents, educators and students in the Commonwealth.

Resources

Develops, publishes and disseminates the *Resources for Schools* series and the annual calendar of educational conferences and publications. Upcoming issues in the *Resources for Schools* series include:

- #4: *Community Involvement in Your School*
- #5: *Student Rights and Regulations*
- #6: *A Resource Guide for Teachers on Chapter 622 Materials*

Contact: Liz Maillett -- 727-5761

Curriculum and Instruction Division

ADULT EDUCATION SERVICES BUREAU

Services

Assists educators in development, administration and presentation of consumer education programs for the K-12 and adult population.

Assists English and Spanish-speaking persons seeking a state high school certificate.

Programs

Sponsors adult classes in basic educational skills.

Administers and sponsors non-collegiate adult class programs.

Provides non-collegiate correspondence courses to citizens of the Commonwealth.

Resources

Publishes information on correspondence courses and adult and continuing education for students and guidance counselors.

Contact: William Goudey -- 727-5784

CURRICULUM SERVICES BUREAU

Services

Assists local school districts with methods of integrating the arts in the curriculum.

Assists local school teachers and administrators with the implementation of environmental programs.

Assists local school districts with the implementation of programs dealing with metrication as a system of measurement.

Resources

CURRENT PUBLICATIONS/CURRICULUM GUIDES: Publishes curriculum guides in a number of subject areas for elementary and secondary teachers as well as *A Guide to Cultural Institutions in Massachusetts*, *Kaleidoscope*, and *Keynotes*.

Contact: Robert Watson -- 727-5750

MEDIA SERVICES BUREAU (Massachusetts Education Television)

Services

Provides consultation and training services in instructional television, video and related educational media.

Provides video cassette duplication services to teachers for some video cassettes in library. See *Resources for Schools #2: Video Tapes for Teaching* for a complete description of this service.

Resources

Publishes various information on the effective use of media in the classroom, the new copyright law and teacher's guides for almost all MET (Massachusetts Education Television) programs.

Contact: Suzanne Noonan -- 876-9800

STUDENT SERVICES BUREAU

Services

Provides technical assistance to local schools and helps develop model programs in health education, drug education, physical education, driver education and safety.

STUDENT LEADERSHIP TRAINING. Provides resource information, technical assistance and guidance on leadership training programs and programs for the gifted and talented.

STUDENT RECORDS REGULATIONS. Provides assistance and interpretation of student records regulations.

STUDENT SERVICE CENTER. Provides resource information, technical assistance, guidance, research facilities, and referral services for student rights, student records regulations, Chapter 467 and other student-related issues.

Programs

STUDENT GOVERNMENT DAY. Maintains, develops, and expands programs and existing resources for greater student participation in the decision-making process; establishes more experiences for students in the larger community through Student Government Day, Project Close-up, and the Senate Youth Program.

PROJECT SCEE (Student Commitment to Educational Equity). Provides training, information and program development on Title IX, Chapter 622, sex role stereotyping and sex bias.

STUDENT ADVISORY COUNCIL. Develops and maintains a representative network of regional and state-wide advisory councils to the state Board of Education; develops student decision-making in the schools and the community.

Resources

Publishes information on many issues that affect Massachusetts students such as *Student Record Regulations* and recommendations for student advisory councils, etc.

Contact: Joan Schuman -- 727-5754

TRANSITIONAL BILINGUAL EDUCATION BUREAU

Services

Provides technical assistance for locally developed project proposals.

Disseminates information through publications, workshops, and conferences.

Resources

Publishes information on issues related to bilingual education including guidelines for administrators and information for parents and students written in English, Spanish, and Portuguese.

Contact: Ernest Mazzone -- 727-8300

Occupational Education Division

CETA OFFICE

Programs

Provides job training and employment opportunities for the economically disadvantaged, unemployed, and underemployed in respective areas.

Contact: Dorothy Quirk -- 727-5731

POST-SECONDARY OCCUPATIONAL TECHNICAL EDUCATION BUREAU

Programs

APPRENTICE TRAINING. Sponsors related training courses for apprentices through cooperation between a trade or industry and a vocational school.

Resources

CURRENT PUBLICATIONS: *Occupational Education Opportunity and Resources.*

Contact: Anthony Cipriano -- 727-5738

PROGRAM SERVICES BUREAU

Programs

Sponsors instructional programs for persons preparing to enter support health occupations.

Provides vocational, technical, and/or career development education on the secondary level to develop skills for job entry.

Resources

CURRENT PUBLICATIONS: *Selected Programs in Occupational Education, 1973-74, State Funded Occupational Education Programs in Massachusetts.*

Contact: Philip Haight -- 727-8140

SPECIAL NEEDS BUREAU

Programs

CAREER GUIDANCE. Assists students in examining career opportunities and selecting appropriate occupations.

Resources

Publishes a monthly newsletter as well as information on career guidance and career alternatives.

Contact: Charles Brovelli -- 727-8140

School Facilities and Related Services Division

NUTRITION EDUCATION AND SCHOOL FOOD SERVICES BUREAU

Services

Promotes nutrition education by providing workshops, curriculum materials and technical assistance for educators in the Commonwealth.

Resources

CURRENT PUBLICATIONS: Focus on Nutrition, Introducing Kindergarten Children to the School Food Service Program, Is There an Eater's Advisory Team (E.A.T.) In Your School?, Nutrition Education: A Cooperative Effort, Nutrition Mini-Lesson: What's Missing From Your Lunch?

Contact: Thomas O'Hearn -- 727-5764

SCHOOL BUILDING ASSISTANCE BUREAU

Services

Provides technical assistance to cities, towns, counties, and regional school districts for the construction of safe and adequate school buildings and for the acquisition of facilities for use as school houses.

Resources

CURRENT PUBLICATIONS: Facilities Planning Guide: Early Childhood Education, Regulations for Chapter 645 as Amended, Special Education Facilities Guidebook.

Contact: Elton Smith -- 727-5780

SCHOOL DISTRICT REORGANIZATION AND COLLABORATION BUREAU

Services

Provides assistance to local communities for the establishment of adequately sized, unified K-12 school districts; for the promotion of inter-district collaborative programs and services; and for the establishment and expansion of vocational-technical regional school districts.

Resources

CURRENT PUBLICATIONS: The Board Policy on Educational Collaboratives, Listing of Regional School Districts in the Commonwealth.

Contact: Chris Lynch -- 727-8148

SCHOOL MANAGEMENT SERVICES BUREAU

Services

Provides information services to local schools in school business management.

Assesses and provides assistance to local schools in the transportation services they provide to students.

Resources

CURRENT PUBLICATIONS: Approaches to the Conservation of Energy in the Public Schools, Guidelines to School Transportation Services in Massachusetts.

Contact: Paul Jackson -- 727-2316

Special Education Division

INSTITUTIONAL SCHOOLS BUREAU

Programs

Provides educational programs for institutionalized children.

Resources

CURRENT PUBLICATION: Summer Programs for Children in State Schools, State Hospitals and State Hospital Schools.

Contact: John Cunningham -- 727-5530

PROGRAM AUDIT AND ASSISTANCE BUREAU

Services

COMPLAINT/COMPLIANCE MANAGEMENT. Receives and follows-up on complaints generated from various constituencies.

Resources

CURRENT PUBLICATIONS: Chapter 766 Administrative Forms, A Special Education Evaluation: Chapter 766 Program Audit Brochure.

Contact: Judy Reigelhaupt -- 727-5440

SPECIAL EDUCATION APPEALS BUREAU

Services

Administers due process dispute resolution in special education. Has mediators in the six regional offices trained to deal with educational problems.

Resources

CURRENT PUBLICATION: Guidelines -- Bureau of Appeals.

Contact: Madeline Mooney -- 727-8534

STATE-WIDE SPECIAL EDUCATION PROJECTS

Services

Assist the Division of Special Education in its mandated role to provide leadership and technical assistance to the public school systems of the Commonwealth in efforts to comply with both the state and federal special education statutes.

Address state-wide gaps in service to eligible handicapped students, who in the past have been unserved or underserved. NOTE: There are several federally-funded short-term projects which address specific special education needs identified in the Commonwealth. Many of the products and services provided by them are available to local schools through the regional education centers or through the Division of Special Education.

Contact: Hal Gibber -- 482-7940

EQUAL EDUCATIONAL OPPORTUNITIES BUREAU

Services

CHAPTER 622. Provides technical assistance to school systems and educators as they seek to provide equal opportunity to all students.

Identifies practices in school systems which limit the educational opportunities available to students whose primary language is other than English; cooperates with the Bureau of Transitional Bilingual Education in assisting teachers and administrators to meet the needs and extend the opportunities of these students.

Provides planning and educational support, in collaboration with the Legal Office, to desegregate the public schools in Massachusetts.

TITLE IV OF THE CIVIL RIGHTS ACT. Provides technical assistance to school systems for sex and race desegregation activities.

Programs

METCO. Administers a program under which approximately 40 school systems provide educational opportunities through the full-time enrollment of minority students who live in Boston or Springfield.

Resources

Publishes information for parents, school personnel, and students on Chapter 622, Title IX, school desegregation, multi-ethnic and sex-fair resource materials, some of which is available in Spanish and Portuguese.

Contact: Ramon Rodriguez -- 727-5880

LEGAL OFFICE

Services

Advises state and local education officials on legal questions; interprets and reviews regulations of the Board of Education.

Resources

CURRENT PUBLICATIONS: Publishes advisory opinions on a number of legal issues that affect local schools.

Contact: Sandra Lynch -- 727-5716

LOCAL AID OFFICE

Services

Coordinates all activities relating to the processing of state aid reimbursements, local aid estimates and budget projections for state aid requests.

Contact: Tom Collins -- 727-8477

RESEARCH AND ASSESSMENT BUREAU

Services

Disseminates results of data relative to statewide reporting such as the Massachusetts Educational Assessment Program.

Develops and administers the state's testing activities.

Develops research designs and participates in research studies for policy decisions and statewide educational planning.

Resources

Publishes the results of the Massachusetts Educational Assessment Program and technical data on such issues as declining test scores and facts about education in Massachusetts.

Contact: Matthew Towle -- 727-8497

TEACHER PREPARATION, CERTIFICATION AND PLACEMENT BUREAU

Services

Provides placement services and career counseling to those seeking employment as professional educators in Massachusetts.

Provides information on certification requirements for teachers in Massachusetts.

Resources

CURRENT PUBLICATIONS: Certification Requirements, List of Teaching Vacancies, Recommendations of the Ad Hoc Committee on Inservice Education to the Commissioner of Education.

Contact: Willie Grant -- 727-5753

MASSACHUSETTS ORGANIZATION OF EDUCATIONAL COLLABORATIVES — MOEC

Hampshire Educational Collaborative
127 Russell Street
Hadley, Massachusetts 01035
413-586-4590

Contact Person: *Peter Demers, President MOEC*

The Massachusetts Organization of Educational Collaboratives (MOEC) is an informal organization of educational collaboratives throughout Massachusetts, designed to provide a communication and information network for all members on program, legal, and legislative issues.

SERVICES

One of the major objectives of MOEC is to assist established and emerging Massachusetts collaboratives by providing information about collaborative programs and practices in Massachusetts. In a project conducted by The Education Cooperative (TEC) in 1976, MOEC published the *Collaborative Directors Handbook* to meet the needs and concerns of the practicing collaborative administrator.

The directory provides data (current in 1976) about educational collaboratives in Massachusetts as well as discussion of selected topics of particular interest to collaborative directors. Included are profiles of approximately forty collaboratives, with brief descriptions of purpose, governance, fiscal policy, personnel, and educational programs for each. Special sections on collaborative administrative procedures and selected cost-effective practices are also included. The Handbook is available (at cost) from MOEC.

The MOEC Executive Committee, composed of collaborative directors, holds regular monthly meetings to discuss current issues and define the goals of MOEC. In addition, three general membership meetings are held each year to encourage an informal exchange of ideas about common problems among collaboratives throughout the state. General meetings also include guest speakers such as directors of out-of-state collaboratives and experts in related fields. MOEC publishes a newsletter, "Collaborative News," on an informal basis to summarize the issues raised at Executive Committee and general meetings.

Although MOEC is organized primarily for existing collaboratives, it welcomes general inquiries about the function and organization of collaboratives. Such inquiries should be directed to Peter Demers, President of MOEC and Executive Director of the Hampshire Educational Collaborative.

MERRIMACK EDUCATION CENTER

101 Mill Road
Chelmsford, Massachusetts 01824
617-256-3985

Contact Person: *Richard J. Lavin, Executive Director*

The Merrimack Education Center is a multi-purpose, multi-program collaborative of 22 cities and towns in Northeastern Massachusetts. In addition to the programs and services it provides to its member districts, two MEC components are available on a fee for service basis to all Massachusetts schools: the IES/MEC Research and Information Service and the Special Education Information and Training Service.

SERVICES

IES/MEC RESEARCH AND INFORMATION SERVICE. In 1976, IES (Institute for Educational Services, Bedford) merged with the MEC Information Service to form the IES/MEC Research and Information Service. IES/MEC offers assistance to Massachusetts teachers and administrators who need information on any educational topic.

Computer searches of multiple data bases including ERIC, Psychological Abstracts, Dissertation Abstracts, the vocational education files -- AIM and ARM, and the Council for Exceptional Children are supplemented by manual searches of MEC's document holdings. Among the materials in the document files are curriculum guides from the Massachusetts Association for Supervision and Curriculum Development, Title III project proposals, a test collection file, the Kettering Foundation curriculum files, and curriculum program files from New York and California.

Responses to information search requests are provided in a variety of formats including microfiche, journal articles, hard copy and copies from the curriculum and program files. Literature searches are available on an individual basis at \$30 per search for computer printout, and at \$50 per search for a computer printout and selected journal articles and microfiche.

IES/MEC also maintains a number of Information Packages as a result of multiple requests for popular search topics. These packages which include abstracts, journal articles, and microfiche are available for \$15. RSVP packets are another form of pre-researched response to common information requests. More than 30 different RSVP packets are available at costs of \$6 for one packet, \$5.50 each for 2-5 packets, and \$5 each for 6 packets or more. A list of RSVP packet topics is available upon request.

School systems may subscribe to the IES/MEC Research and Information Service to receive ongoing information assistance.

MEC SPECIAL EDUCATION TRAINING AND INFORMATION SERVICE. MEC can offer program options to school systems interested in developing a special education inservice program. A resource bank of inservice trainers has been developed to provide skill development assistance in areas such as assessment, observation, identification of learning styles, and behavior management.

MEC can also offer assistance in planning educational environments for special needs students. Materials from the *Texas Teacher Training Program* and the *Lexington Teacher Training Program* are available by arrangement, upon request, by calling 256-4553. Additional print and non-print materials for individualized education, IEP development, and pre-school parent use are also available.

MEC-sponsored special education teacher training programs and a field-based master's degree in special education utilize a clinical training center located at the MEC facility.

Additional information about IES/MEC Research and Information Service or MEC Special Education Training and Information Service may be requested from Director, Richard Lavin.

NATIONAL ASSESSMENT AND DISSEMINATION CENTER FOR BILINGUAL-BICULTURAL EDUCATION

Assessment: Lesley College
9 Mellen Street
Cambridge, Massachusetts 02138
617-492-0505

Dissemination: Fall River Public Schools
385 High Street
Fall River, Massachusetts 02720
617-678-1425

Contact Person: *Nada Williston, Assistant to the
Director*

Director: *John R. Correiro*

The National Assessment and Dissemination Center (NADC) for Bilingual-Bicultural Education, with offices at Lesley College and in Fall River, is one of 32 centers which, together with Title VII projects across the country, form a National Bilingual Network. The major purpose of the Fall River/Lesley NADC is to provide assistance with dissemination and materials/program assessment to Title VII bilingual projects located in HEW Regions 1, 2, 3, and 4, Washington, D.C., Puerto Rico, and the Virgin Islands. Described below are the services and resources which NADC can offer Massachusetts schools in conjunction with it's work in the National Bilingual Network.

SERVICES

BILINGUAL-BICULTURAL LIBRARY SERVICES. The NADC Library at Lesley College has accumulated a major resource file of bilingual-bicultural curriculum and program materials as part of its NADC work. These materials include Title VII project-developed resources, public domain materials, and commercial instructional materials in Portuguese, Spanish, French, Greek, Italian, Native American dialects, Vietnamese, Pacific American dialects, Japanese, and Chinese. Project-developed and public domain materials may be copied on the library copying equipment for a per page charge. Commercial materials may not be copied or borrowed, but may be used in the Library.

The NADC Library (at Lesley) is open every day from 8 a.m. to 5 p.m. Research Librarian, Ann Smith, should be contacted for additional information about NADC bilingual-bicultural materials in the Library's holdings.

TEST/ASSESSMENT INFORMATION AND ASSISTANCE. The NADC Assessment Center at Lesley College maintains a file of tests for use in bilingual-bicultural settings. The tests include both criterion and norm-referenced materials. As in the case of the curriculum materials, the tests have been collected from three sources: Title VII project-developed tests, public domain materials, and tests produced by commercial publishers. Information about the test collection should be requested from George DeGeorge, Test Specialist/Assessor at NADC. Mr. DeGeorge is also available by arrangement with NADC (Lesley College) as a testing consultant and for workshops or training.

BILINGUAL-BICULTURAL MATERIALS DISSEMINATION CENTER. Curriculum materials in many languages covering a variety of content areas may be purchased from the NADC Dissemination Center in Fall River. Materials catalogs, price lists, and order forms are available upon request from the Center.

THE BILINGUAL JOURNAL. This quarterly journal provides timely information for teachers, parents, and others concerned with bilingual-bicultural education. Articles include research reports, "how to" approaches to techniques and strategies, and reviews of bilingual programs and materials. Subscriptions are free to Title VII, ESEA projects. Others may subscribe for an annual fee of \$5. Subscription orders should be addressed to the Editor, The Bilingual Journal, at the Lesley College NADC office.

REVIEW OF LEA MATERIALS. The National Bilingual Network has established procedures for reviewing LEA-developed instructional materials for possible publication and dissemination through the National Dissemination Centers. Schools desiring to have locally developed materials reviewed and/or field-tested via the National Bilingual Network should contact the nearest Materials Development Center to learn about the review procedures. If a school's materials are accepted by the Materials Development Center, that center will notify an appropriate Resource/Training Center and arrangements for pilot testing can begin. The Materials Development Centers and Resource/Training Centers which serve Massachusetts are listed below:

MATERIALS DEVELOPMENT CENTERS

National Materials Development Center
for French and Portuguese
168 South River Road
Bedford, New Hampshire 03102
603-668-7198

Norman Dube, Director

Northeast Center for Curriculum Development
(Spanish, Italian, Greek, Russian and Yiddish)
778 Forest Avenue
Bronx, New York 10456
212-993-2182

Aurea Rodriguez, Director

Asian-Bilingual Curriculum Development Center
Seton Hall University
4400 South Orange Avenue
South Orange, New Jersey 07079
201-762-9000

John Young, Director

RESOURCE/TRAINING CENTERS

New England Bilingual Training Resource Center
(Chinese, French, Greek and Spanish)
Boston University
765 Commonwealth Avenue
Boston, Massachusetts 02215
617-353-4365

Antonio Simoes, Director

New England Multilingual-Multicultural Training
Resource Center (Italian, Portuguese, Spanish)
86 Fourth Street
Providence, Rhode Island 02906
401-331-3627

Adeline Becker, Director

THE NETWORK

290 South Main Street
Andover, Massachusetts 01810
1-800-892-0556

Contact Person: Mr. Norman Oppenheim
Director of Massachusetts Programs
Executive Director: Dr. David P. Crandall

The NETWORK began in 1969 as The Network of Innovative Schools, a Title III project designed to increase schools' capabilities to solve problems by linking them with resources and with each other. Since that time, The NETWORK has become a 35-person organization providing a wide array of services to schools, school-based projects, and other educational agencies. Consulting, training, evaluation, information/resource assistance, dissemination of validated curriculum programs, and product development are NETWORK service areas.

Early in 1977, after eight years of formal and informal collaboration with the CEDIS Curriculum Service Center of Wellesley Hills, The NETWORK and CEDIS merged to jointly pursue the goal of building schools' capacities to use resources and solve problems.

SERVICES

DISSEMINATION OF NATIONALLY VALIDATED PROGRAMS. The NETWORK's Massachusetts Diffusion Assistance Project, or MDAP, has been funded since 1974 by the U.S. Office of Education to help Massachusetts schools find out about and adopt nearly 100 programs which have been "validated," or proven effective and worthy of replication. Through MDAP, The NETWORK can make different kinds of resources available to schools to help meet needs for training or program improvement assistance. These resources include: access to instructional and program materials developed by the validated projects, consultation from MDAP staff to assess school needs and identify appropriate program matches, and linkage to program developers for training and technical assistance. In some cases, financial assistance for installing a new program is also available. Since 1974, more than 150 Massachusetts schools have implemented new programs with help from MDAP. Schools wishing to learn more about MDAP should contact Dennis Collins at The NETWORK or Catherine Kelley at the Central Massachusetts Regional Center (617-835-6267).

INDIVIDUALLY TAILORED CONSULTATION AND TRAINING SERVICES.

Many schools contract with The NETWORK for technical assistance in areas such as staff development, program planning, or school needs assessment. In each case, one or two NETWORK staff work with key staff at the school to plan the nature and substance of the workshop, training session or consultation, taking into account the school's particular needs and interests.

Topics for some recent NETWORK training sessions have included: Staff Evaluation, Decision-making for Administrators, Program Evaluation, Running Core Evaluations, Developing Individual Educational Plans (IEPs), Service Delivery Models for Special Education, and Techniques for Screening and Diagnosis. Schools desiring more information about NETWORK training and consulting services should contact Mr. Norman Oppenheim, Director of Massachusetts Programs at The NETWORK.

PROGRAMS

Through the *National Learning Disabilities Assistance Project* (NaLDAP), The NETWORK assists 52 model learning disabilities projects located throughout the United States and in Puerto Rico in their work with local schools who want to implement the learning disabilities programs developed by the centers. While NaLDAP staff services are available only to these centers, subscriptions to the project's monthly newsletter, *centerfoLD*, are available to any school or parent at no cost. *centerfoLD* provides information about current developments in the field of learning disabilities with special focus on federal legislation affecting the education of the handicapped. In addition, NaLDAP maintains a special education resource center which includes a 300-person human resource file, curriculum and program materials from each of the 52 model projects, and computer information search capability. Schools interested in *centerfoLD* subscriptions or NaLDAP should write Project Coordinator, Martha Williams at The NETWORK.

The *Consortium*, a multi-state NETWORK project places staff called linking agents in schools to help them select and implement new methods of reading instruction chosen from a pool of over 40 validated, federally-developed reading programs. Instructional and descriptive materials for each of these programs are housed in The NETWORK's resource center. Information about the reading programs and The *Consortium* is available upon request.

RESOURCES

The NETWORK has produced a variety of materials which are available to local schools. A list of NETWORK publications will be sent upon request. Included on the list are publications such as:

- * *Kids Accepted Here*, a book of activities and strategies for teachers to use in helping students -- with and without special needs -- to deal with each other openly and caringly. The book, created in conjunction with a demonstration project for Chapter 766 in the Amesbury Public Schools, has been reviewed in *Learning* magazine.
- * *inside The NETWORK*, a quarterly newsletter available upon request at no charge, provides information about NETWORK programs and services as well as articles with a "how to" focus for teachers and administrators.
- * *centerfoLD*, a monthly newsletter featuring information and resources about learning disabilities and special education, is free upon request.

In addition, The NETWORK operates three service divisions to support its efforts with local schools. These include Information Services, Product Development, and Research and Evaluation. Staff of each division work both in support of NETWORK field staff and directly with client schools and systems.

NEW ENGLAND SCHOOL DEVELOPMENT COUNCIL — NESDEC

85 Speen Street
Framingham, Massachusetts 01701
617-879-7624

Contact Person: *Dr. John R. Sullivan*
Executive Secretary

NESDEC is a non-profit organization whose general purpose is the improvement of education throughout New England and particularly in those school districts which constitute its membership. NESDEC pursues its goals by making available to its member districts the services described below. Membership is available at cost to any school district in New England.

SERVICES

FIELD STUDIES. The NESDEC staff is available to conduct Field Studies using the Ad Hoc Project Team approach, in which consultants work in teams according to the specific needs of the school system. The staff discuss the study topic with relevant school district personnel and then prepare and submit a study proposal without cost obligation. If the proposal is accepted, the NESDEC team will publish its results and recommendations in a final report and assist the school district in implementation.

Field studies are available to member school systems at cost and have included a wide range of topics, such a program implementation, facility improvement, needs assessment, and administrative reorganization.

SHORT-TERM CONSULTATIONS. NESDEC staff members are available for short-term consultations (usually one-half day) on specific problems within a member school system. In consultation with school administrators and occasionally professional colleagues, the staff will analyze the problem and recommend solutions, or, if necessary, a more extensive investigation.

ENROLLMENT PROJECTIONS. The NESDEC staff computes enrollment projections for all member school districts and updates and analyzes these projections annually. Output data include ten-year projections by grade and summaries by grade combination. NESDEC provides projections at no cost to member schools; non-NESDEC school districts can purchase projections at a cost between \$500 and \$2000.

PROJECT EVALUATION. NESDEC evaluates and audits Title and other educational projects.

PROGRAMS

NESDEC conducts regular conferences on educational topics of current concern to member schools. Held at different locations in New England, conferences include presentations both by regional and national specialists and by personnel from member schools, in order to encourage collaboration, and are attended by school committee members, superintendents, administrators, and teachers. Conferences are provided at cost to members; non-members may attend, at higher cost, when space allows.

The Council provides regular intensive workshops on topics of special interest to certain groups within member school districts. Attendance is limited to ensure active involvement by all participants, and costs are minimal, if any.

RESOURCES

MAIL PACKETS. Mail packets are sent to superintendents of member schools over six times a year, and include the *NESDEC Exchange*, a monthly newsletter; dissemination materials from member districts; copies of NESDEC monographs; and *Catalyst for Change*, the publication of the National School Development Council.

MONOGRAPHS. NESDEC publishes monographs on a wide range of educational topics. These are available to members at nominal cost and to non-members at slightly higher cost.

EQUIPMENT INVENTORY SYSTEM. A modular equipment inventory system package is available to member schools and is designed so that it can be coupled with a data processing system.

COSTS

Any public school district or non-public school in New England may become a member of NESDEC for an annual rate of 20¢ per pupil with a \$125 minimum and \$800 maximum charge.

PROJECT SPOKE FILM LIBRARY

37 West Main Street
Norton, Massachusetts 02766
617-285-7766

Contact Person: *Mr. John Stefani, Director*

Project SPOKE is a multi-purpose, multi-program collaborative providing services to its member districts of Easton, Foxborough, Mansfield, and Norton. In addition, Project SPOKE maintains a film library from which any school in the Commonwealth may borrow under contract arrangement.

SERVICES

The Project SPOKE Film Library contains over 1100 titles of 16 mm films (color and black and white) covering all content subjects and a variety of special areas for grades K-12.

Any school may contract with Project SPOKE for Film Library services. In all cases, provision must be made for the films to be picked up and delivered. Project SPOKE cannot send films through the mail. Contracts are individually negotiated with each client school or district and usually provide for services under one of two plans:

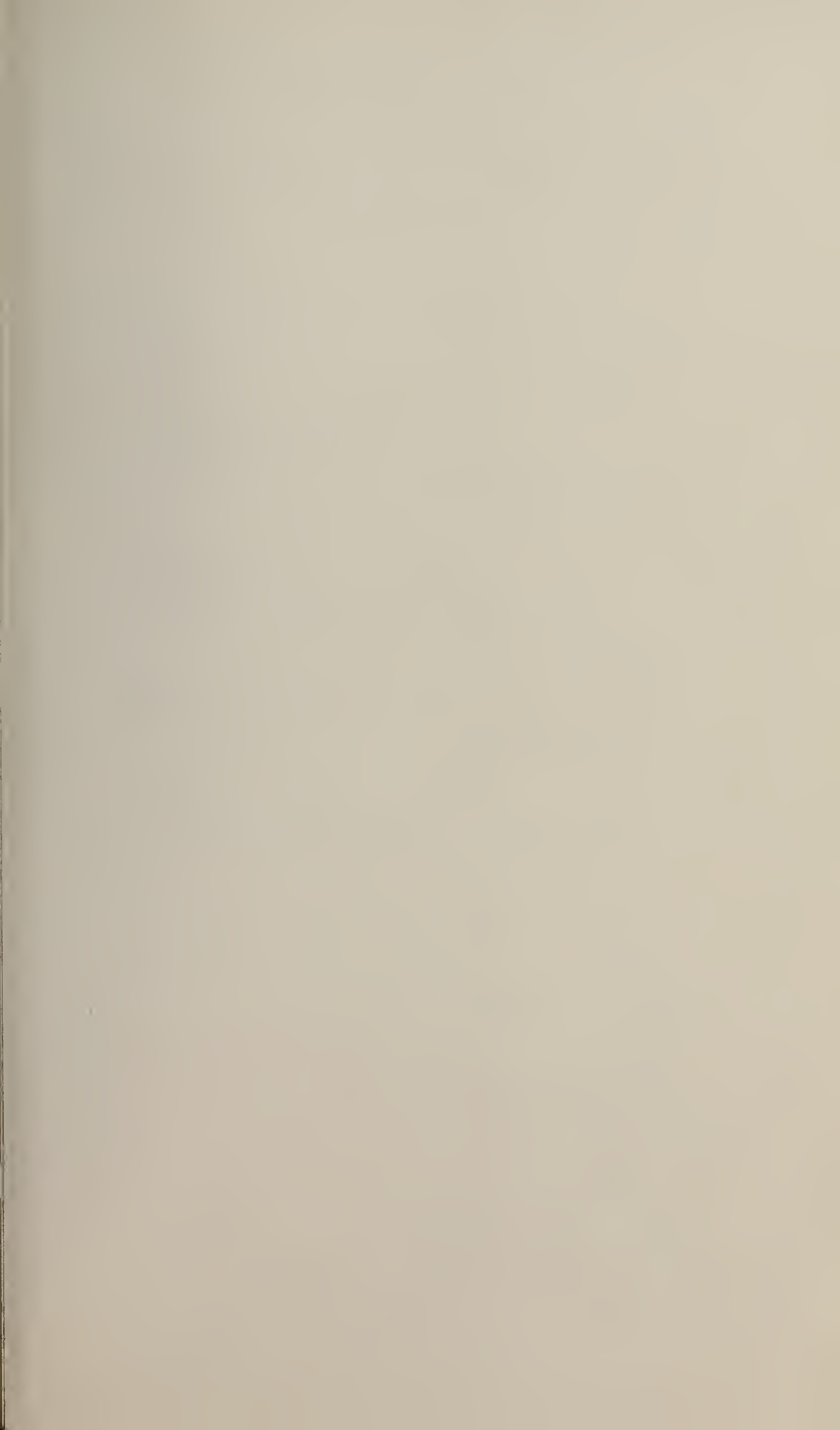
Plan A: Costs include film delivery and pick-up by SPOKE staff as well as rental fee and damage insurance coverage.

Plan B: The school picks up and returns film. Charge for rental fee and damage insurance coverage only.

Schools or districts which make frequent use of the Film Library service may qualify for reduced rates under either Plan A or Plan B.

Catalogs describing the films available may be reviewed by arrangement with Project SPOKE.

Mr. John Stefani, Director of Project SPOKE, should be contacted for additional information about the Film Library service.



For more information, contact the Massachusetts
Dissemination Project Staff at one of the
Regional Education Centers listed below:

David Backlin
Central Massachusetts Regional Center
Beaman Street, Route 140
West Boylston, MA 01583 (617) 835-6267

Paul Francis
Southeast Regional Center
Lakeville State Hospital
P.O. Box 29
Lakeville, MA 02346 (617) 947-3240

Don Geer
Pittsfield Regional Center
188 South Street
Pittsfield, MA 01201 (413) 499-0745

Maria Grasso
Northeast Regional Center
1551 Osgood Street
North Andover, MA 01845 (617) 687-3351

Athena Costopoulos
Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, MA 02140 (617) 547-7472

Ann Schumer
Springfield Regional Center
155 Maple Street
Springfield, MA 01105 413-734-2167



**MASSACHUSETTS
DISSEMINATION
PROJECT**

Massachusetts Department of Education
31 Saint James Avenue
Boston, Massachusetts 02116

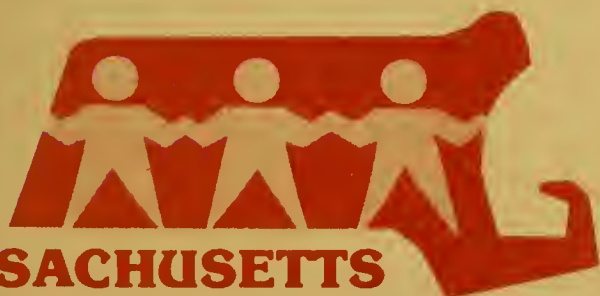
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RESOURCES FOR SCHOOLS

MASSACHUSETTS
DEPARTMENT
OF EDUCATION

4. COMMUNITY INVOLVEMENT IN YOUR SCHOOL A GUIDE TO PEOPLE, PROGRAMS AND PUBLICATIONS



MASSACHUSETTS
DISSEMINATION
PROJECT

FALL 1978

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Revised edition, Fall 1978

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RESOURCES FOR SCHOOLS

PREPARED BY

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MASSACHUSETTS DEPARTMENT OF EDUCATION
31 ST. JAMES AVENUE ROOM 614
BOSTON, MASSACHUSETTS 02116
(617) 727-5761

Resources for Schools is a series of publications developed by the Massachusetts Dissemination Project for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools,
- to provide educators, parents and students with specific information about resources and materials for school programs and services,
- to help educators, parents, and students find and use educational information and resources they need to improve school programs,
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and all client groups.

Massachusetts Dissemination Project staff work at the Department of Education's Boston office and in each of the six regional education centers. At each center, sub-committees composed of educators, parents, and students work with Department staff to design and implement ways of using information, resources, and materials more effectively. Ultimately, the Regional Centers will function as switchboards -- sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series -- as its name suggests -- is one way the project is helping make these connections. *Please contact a member of the project staff (names and addresses are on the inside back cover) for more information about the series, the project or the regional center nearest you.*

Resources for Schools presently available:

1. A Catalog of Publications from the Massachusetts Department of Education
2. Video Tapes for Teaching
3. A Guide to Dissemination Agencies
4. Community Involvement in Your School: A Guide to People, Programs and Publications
5. The Student's Guide to Special Education
6. Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Schools
7. Competency Programs for Basic Skills Improvement: A Resource Guide
8. A Review of Massachusetts Statewide Assessment Findings: A Curriculum Interpretation of the Major Findings of the Massachusetts Statewide Assessment Program

Resources for Schools topics to look for in the future:

- . Special Education Teacher Training Resources
- . Student Rights and Responsibilities
- . Options in Environmental Education
- . Guidance and Counseling Programs
- . Community Education
- . Gifted and Talented Programs

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INTRODUCTION

During the past ten years, citizen involvement in the schools has become a major trend in education. In some state and federally-funded programs parent advisory councils are mandated by law as in Title I compensatory education programs, Chapter 766 for children with special needs, and in the Transitional Bilingual Education Law. But in more and more school settings parents, teachers and administrators are seeing the benefits that can be gained, and are enthusiastically establishing parent involvement programs on their own. In such home-school partnerships, teachers receive assistance in curriculum planning and in formulating discipline guidelines, administrators acquire good public relations due to increased communication, and parents have the opportunity to help make important decisions that can affect the quality of education for all children in the community.

The extent of citizen involvement in a school depends to a large degree on how much time community members are willing to donate, and how much support teachers and administrators are willing to give to parents. Perhaps the greatest obstacle to the establishment of effective parent organizations is the fear of relinquishing power on the part of administrators and teachers. However, many administrators who are working with strong parent groups feel that their initial uncertainties are largely unfounded, and that community involvement has strengthened, rather than weakened the entire school program. Some parents may feel that they are not qualified to advise on major policy decisions, but when everyone pools his or her talents and is willing to put the time into learning new skills, many advances can be made. Clearly, the most important skill in any partnership is the ability to work together to achieve common goals. Parents and pro-

professionals across Massachusetts have already developed this expertise, and the benefits are evident in this booklet.

Community involvement in the schools can take many forms. Parent groups are active in sending out newsletters to increase home-school communication, assisting in personnel selection, and advising on school budgets and curriculum. Many schools have started parent volunteer programs in which community members work in virtually every aspect of daily school functions; as classroom aides, field trip chaperones, and career exploration speakers. Senior citizens have been an untapped resource for many years. Today they are providing oral histories of their towns, teaching English as a second language and working in school libraries.

Establishing and maintaining an effective group requires many skills. According to the University of Massachusetts Citizen Involvement Training Project, these skills include a knowledge of decision making, communications techniques and methods of maintaining membership. Organizational skills such as evaluating programs and needs, developing goals and objectives, implementing strategies and utilizing resources are essential. Technical expertise in obtaining funding and setting up an organizational structure is also critically important. This directory was written to help community members develop these skills and establish effective organizations. There are many exciting programs now operating in Massachusetts, and this publication was designed to share these ideas and successes.

This directory, a part of the Resources for Schools series published by the Massachusetts Dissemination Project, was developed to establish an information network about current citizen involvement programs in Massachusetts. Overall, the Massachusetts Dissemination Project is helping educators, parents and students find the information they need to strengthen and improve school programs. The people and programs described in this

book can serve as information contacts for others who wish to develop similar programs. These are organized by region to assist readers in locating the programs nearest to them. Many colleges and universities have also started projects and training programs to help educators and community members implement citizen involvement throughout the state. The directory is not intended to be an exhaustive catalogue, but rather an overview of some programs and resources currently available or in operation. By publishing Community Involvement in Your School, the Massachusetts Dissemination Project hopes to stimulate awareness, interest and access to these resources.

The book has been divided into three sections, and it is hoped that a variety of audiences will find the information practical as well as useful. A brief description of each section follows:

PART I: CITIZEN ORGANIZATIONS

There are many different types of parent/citizen organizations currently operating throughout Massachusetts. These include informal parent advisory groups, Parent-Teacher Associations that are part of the national organization, and councils that take complete charge of after school programs in community schools. While groups have different levels of activity, all share the desire to play a more active role in public education.

PART II: SCHOOL VOLUNTEER PROGRAMS

Many parent advisory councils sponsor volunteer programs. A listing of those programs operating throughout the state is included in this section of the directory. The coordinators listed are available to offer advice about recruiting and placing volunteers, establishing new volunteer organizations, or locating new services. Retired Senior Volunteer Projects throughout Massachusetts are listed to provide sources from which senior citizens can be recruited for the enrichment of school programs.

PART III: RESOURCES

This section offers a description of resources in the form of information contacts and publications for establishing a community involvement program. Many institutions of higher education and private agencies are available to sponsor workshops and training programs, provide newsletters and publications, and offer meeting facilities. The annotated bibliography lists publications about establishing and maintaining community involvement programs. This "how to" section includes information covering anything from organizing a volunteer program to running a good meeting. These resources are organized according to various audiences reading the guide: administrators, citizens and school volunteers. Wherever possible, information about cost has been included.

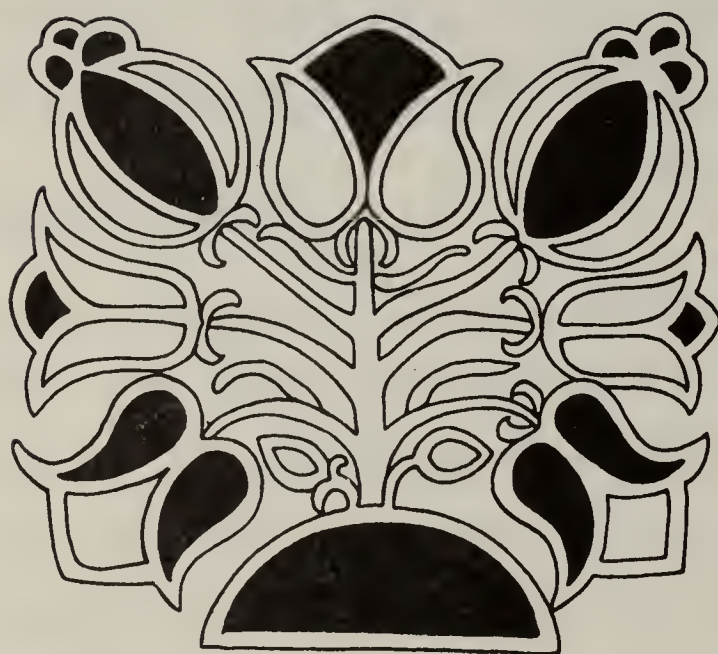
Many people helped to make this directory possible. Special thanks go to Miriam Clasby, Associate Director of the Institute for Responsive Education, Charlotte Ryan, president of Massachusetts Parent-Teacher-Student Association, and Robin Spaulding, coordinator of School Volunteers for Worcester Public Schools. They serve as continuing examples of people willing to give of themselves for the betterment of public education through community involvement.

October 1, 1977

Suzanne M. Driscoll

PART I.

citizens organizations



PARENT ADVISORY COUNCILS

The school districts listed below have active parent advisory councils. The programs and activities they sponsor are described and a contact person listed so others may contact them if they wish to establish similar programs. This is only a sampling of the many efforts being put forth by parents throughout Massachusetts to assist school personnel in giving students the best possible education.

GREATER BOSTON REGION

Brookline Public Schools

Brookline, MA 02146

(617) 734-1111

Hattie McGraw, Driscoll School - System Wide Advisory Councils

Harry Lent - Extended Day Program

The Brookline school system houses a wide variety of parent-citizen advisory councils that serve on committees to choose administrators, discuss the needs of gifted children, and offer advice on curriculum and instruction. There are also advisory boards for adult education and special education, and each school has an after school extended day program which is sponsored by parents.

Cambridge Public Schools

1700 Cambridge Street, Cambridge, MA 02138

(617) 492-8000 ext. 325

Rose M. O'Rourke

Citizens are recruited to participate in staff selection for teaching and administrative positions. Staff and community members participate in the screening process and recommend candidates to the superintendent through its nominating committee.

Milton History Project

Milton Public Schools

239 Central Avenue, Milton, MA 02187

(617) 696-2584

Ottillie Ketchum

Milton parents have been active in implementing a local history program in the fifth, eighth, and eleventh grades. Their goal has been to increase knowledge about the local history and environment while involving parents and senior citizens in the learning process. Working with teachers, prin-

cipals and the local historical society, the group has sponsored walks, slide demonstrations and oral history talks in classrooms. In 1977 a curriculum committee was formed by the superintendent to integrate the teaching of local history and to create a teacher's guide.

Parent Involvement Program (PIP)

Walpole Public Schools
Bird School
Washington Street, E. Walpole, MA 02032
(617) 668-0062
Wayne Kivi

This group, formed in 1976, sponsors a family day, publishes a newsletter and arranges for speakers. Current plans include the establishment of a parent committee to assist in staff selection.

NORTHEAST REGION

Spanish Advisory Council

Lawrence High School
Lawrence, MA 01841
(617) 683-2312
Ron Prada

The purpose of the council is to establish a link between the school and the Spanish-speaking community in Lawrence. They assist in the social and cultural adjustment of newcomers to the city, and make home visits. The Council encourages parents to visit the schools and become involved in policy making. Teachers are asked to provide reports on student progress and attendance so parents can be of assistance in their children's education.

Learners' Choice Program

Rockport Public Schools
School Administration Building
Rockport, MA 01966
(617) 546-3377
Janet Pamp

A questionnaire was distributed in order to find community and staff members who would be willing to teach enrichment activities and mini courses. Children can select which courses they would like to take and the activities are held in the school. Courses include model building, field trips, cooking, poetry, chess, stamp collecting, and macrame. In response to another questionnaire, a local directory of volunteers was compiled and distributed to each teacher in Rockport. The directory lists

the area of specialty of the volunteer plus the available times and preferences. The compiling and processing of the directory are conducted by a volunteer coordinator, who is a member of the school staff.

Woburn Street School Parent Advisory Council

Wilmington Public Schools
Wilmington, MA 01887
(617) 658-3494
Joseph J. Connelly

This school has a very active parent volunteer program. The Parent Advisory Council (PAC) coordinates all home/school communications and publishes a quarterly newsletter and an annual school handbook. The group has sponsored parent workshops, established a parent library in the school containing materials of interest to parents, and constructed a parent information center in the lobby of the school. The PAC is also responsible for a welcome wagon program that contacts new families and conducts school tours and information sessions. Volunteers also work in the media center and classrooms.

SOUTHEAST REGION

System-Wide Parent Advisory Council

Rockland Public Schools
99 Church Street, Rockland, MA 02370
(617) 878-1540
Louis Dovner, Assistant Superintendent

The council is composed of parents whose children attend the Rockland Public Schools and is represented by grade levels and specific schools and districts. Its goals are to increase the communication between students, parents, teachers, and administrators, disseminate information about educational programs, conduct surveys, propose alternative considerations for curriculum development, and clarify the roles and expectations of parents in the educational process. They have attempted to achieve these goals through open houses, curriculum review committees, report card evaluations, safety programs, teacher evaluation forms, adult education, a cultural arts festival and career education programs.

SHARE of Wareham

Wareham Public Schools
Marion Road, Wareham, MA 02571
(617) 295-3602
Hazel Taber

SHARE is governed by an eleven-person board from which two coordinators are chosen. The organization sponsors a school volunteer program which provides tutorial, enrichment, library and supervisory aides in the Wareham schools. The group publishes a newsletter, conducts workshops for parents and sponsors community forums and candidates' nights.

West Barnstable Elementary School

West Barnstable Public Schools
Route 6A, West Barnstable, MA 02668
(617) 362-4948
Jerry Guy

Parent volunteers in this school offer much assistance in the school library program. They shelve books, coordinate media materials, and operate audio-visual equipment. The parent organization has raised funds to buy playground equipment for the school and to sponsor after school arts and crafts, and drama and music productions. They also assist in welcoming new families through pot-luck dinners, picnics, and other activities involving parents as well as children.

WORCESTER REGION

Project PRIDE
(Parents as Resources in the Development of Education)

140 Pearl Street, Framingham, MA 01701
(617) 879-3814
Carmen O'Connor

Project PRIDE is a training program for parents with children in the bilingual education program. Many workshops are offered covering such topics as curriculum in the schools, how to apply for services, structure of the town government, community leadership, and educational acts such as chapters 636, 622 and 766. The program also offers a leadership training course and an occupational resource center for obtaining information on career education for students as well as parents. They publish a monthly newsletter containing information on the schools, and sponsor business, cultural and social functions. There is an active parent advisory council which meets with the superintendent to make suggestions concerning the bilingual program.

SPRINGFIELD REGION

Community and Extended Services

Amherst-Pelham Regional School District
Chestnut Street, Amherst, MA 01002
(413) 549-3770
Paul Healy

Parent councils in this district are heavily involved in the spectrum of local education including budget planning, staff recruitment and hiring, as well as policy setting at the school level. Volunteers have also given practical assistance in the classrooms for many years. Continuing education programs are offered in all the elementary and secondary schools and are open to a variety of age levels. There is also a recreation program sponsored jointly by the school system and the Town of Amherst Recreation Department. In general, parents are involved in all aspects of the school operation, and constitute a large percentage of all committees within the structure of the school department.

PARENT-TEACHER (PTA) AND PARENT-TEACHER-STUDENT ASSOCIATIONS (PTSA)

PTAs and PTSAs are open to all who are concerned about children. They are independent associations, usually but not necessarily connected with schools. Their membership includes not only parents, teachers, and students, but also administrators, school committee members, and interested nonparent citizens. They are part of Massachusetts PTSA and National PTA, and thus not only have available to them numerous state and national resources, but also have a voice in joint state and national legislative action. Several groups in one locality generally form a PTA council.

Massachusetts PTAs and PTSAs run school volunteer programs, school libraries and lunchrooms, eye and ear clinics, immunization programs, and orientations for new parents. They keep their members informed about school committee activities and school affairs, participate in interviewing prospective school staff, and observe innovations in other schools. They watch for safety hazards and help official agencies with remedies. They monitor buses, build playgrounds, publish newsletters, and run cooperative preschools. Their study groups help parents and teachers both become more effective in their jobs, as well as understanding themselves and their children better. They study curriculum and support innovation. They organize recreation programs and bond campaigns. They sponsor tutoring for special needs, arts curriculum, reading improvement programs, baby-sitting courses, field trips, and scholarship funds. They study school budgets and are intelligently concerned for the best use of school funds.

A small sampling of local association programs follows, with names of local officers who can give further information. Other information can be obtained from Massachusetts PTSA, 11 Muzzey St., Lexington 02173, (617) 862-5822.

GREATER BOSTON REGION

Chenery Middle School PTA, Belmont
19 Prospect Street, Belmont, MA 02178
(617) 484-4096
Mary Ann Scali

Chenery PTA participated in decision making for school closings and consolidation and in screening candidates for the superintendency. In one meeting parents followed their children's school schedules. Another presented a demonstration of a Chapter 766 core evaluation. A third forecast next year's course content at each grade level. The PTA brought 5th graders from feeder schools to visit Chenery, and took Chenery 8th graders to visit the academic and vocational high schools (Is There Life After Middle School?) to promote easier transition. The PTA also offers minicourses to the 200 or so students unable to enroll in the overcrowded school minicourses.

Kennedy Elementary PTA, Cambridge
184 Third Street, Cambridge, MA 02141
(617) 547-8746
Helen Spinetto

Kennedy PTA tackled a particularly difficult safety problem of busy streets around the school in meetings with traffic supervisors, and secured two additional traffic women. Other committees prepared and led programs about drug abuse and nutrition education.

Somerville PTA Council
51 Partridge Street, Somerville, MA 02145
(617) 666-5747
Ellie Blute

Nineteen PTAs and PTSAs form this council. Their individual activities emphasize school volunteer programs, liaison between school committee and PTA membership, and initiation of extensive arts curricula in the schools. Partly through fund-raising, partly through securing grants, several PTAs have brought music, dance, and dramatic companies into the schools, as well as artists in residence, with both student and community participation in their workshops. PTAs share in rule-making and help with special problems, develop activities to improve school learning climates, take political action as necessary to secure needed repairs, publish newsletters, and hold workshops

NORTHEAST REGION

Lexington High School PTSA
12 Summit Road, Lexington, MA 02173
Helen and Maurice Kilbridge

Lexington High School PTSA is involved in many activities: preparing for the 10-year evaluation of the school, running a volunteer program, publishing a Summer Opportunities booklet, holding parent meetings with housemasters and guidance staff, recruiting METCO host families, and teaching an SAT review class. In addition, the PTSA secured a grant to study the possibility of allowing adults to enroll in high school classes. The program was successful and has been used in other high schools. The busy members of the executive board meet at 7:15 a.m.!

Littleton PTSA
14 Goldsmith Street, Littleton, MA 01460
(617) 486-3442
Betty Belcastro

The goal of the Littleton PTSA is to support a better learning climate

through better communication between parents and the administration. They organize meetings which include all groups in the school community, publish a newsletter, and attend all school committee meetings. The town-wide PTSA conducted an informal needs assessment in each school and developed various activities in response to the wishes of each group. These include instituting a bookmobile, developing dramatic programs, building a kindergarten playground, and conducting a baby-sitting course. The PTSA participated in the state PTSA alcohol education pilot program, the national PTA TV violence survey by attending the regional hearing in Hartford, and participated in the Department of Education's assessment of consumer education. It conducted a formal budget study and introduced amendments at town meeting.

Center School PTA, Lynnfield
11 Essex Street, Lynnfield, MA 01940
Barbara and Paul David

Center PTA programs focus on involving parents in their children's education (grades 1-3). Activities include parent orientation programs, discussion of test scores and their uses, and a continuing study of children's television. The PTA developed an unusual career education program for students in these primary grades. The group surveyed students and determined the twelve most requested careers. "Hands-on" materials for both students and parents were developed for each of the careers. These included a veterinarian, ballerina, teacher, physician, actor, police officer and professional athlete.

Middleton PTA
Fuller Meadow School
South Main Street, Middleton, MA 01949
Linda Jenkins

Middleton PTA bases its programs on interest surveys taken during membership enrollment. Major priorities include conducting parent education programs, developing closer liaison with the school committee, establishing after-school courses for teenagers, better utilizing the town library to inform the community about school news, and bringing theatrical companies into school programs. Middleton is part of a regional school district, so the PTA also initiated a Tri-town Youth Council.

SOUTHEAST REGION

North Rehoboth PTA
42 Tremont Street, Rehoboth, MA 02769
Elaine Coleman

The major goal of the North Rehoboth PTA is to increase community awareness of the school system by increasing attendance at school committee and town meetings. To this end it encourages discussion groups and increased in-

volvement in various school functions. It organized a recognition night for the retiring superintendent and was involved in the selection of a new superintendent.

Mildred H. Aitken School PTA, Seekonk
620 Ledge Road, Seekonk, MA 02771
Particia Hunt

Aitken School PTA initiated a unique, month-long health curriculum involving the whole school. In the spring of 1976 it received such wide commendation that it was expanded in the 1976-77 school year. PTA parents and teachers put together programs and materials - films, posters, booklets, guest speakers from community agencies, and teachers integrated the programs in their daily classes. The curriculum focused on a different special issue each week, such as "Tub and Scrub" (hygiene and grooming), "Jaws" (dental care with hygienist demonstrations and checkups), "Food Power" (nutrition and growth, with a snack cookbook for children), and "Stop, Look, and Think Safety" (eye, bicycle, and water safety; first aid and baby-sitting courses; rescue squad visit, etc.). The program began in September, and continued through the year. Several units were later added such as adolescence, social behavior, and health careers. Aitken PTA also provides orientation programs for new parents, dance classes and a spring recital, field trips, an orientation to middle school, a school calendar, and other activities.

Chemung Hill PTA, Stoughton
91 Smith Avenue, Stoughton, MA 02072
Mrs. William McIntyre

Chemung Hill PTA carries on parent education and school-related discussion activities and a number of after-school events for children. It also organized a teacher and student exchange with other schools and set up correspondence and discussions about the different curricula and school practices.

WORCESTER REGION

Jefferson School PTA, Holden
109 Laurel Hill Lane, Holden, MA 01520
Ann Jasperson

Jefferson PTA publishes a school newspaper and a school handbook. It maintains formal liaison with the school committee and reports on meeting regularly. It provides films for health education classes. PTA members also helped students paint a mural in the cafeteria. The playground committee discovered inexpensive ways to make the playground more interesting, and the environmental education committee created a nature walk on school grounds. A survey of the school's graduates helped identify strengths and weaknesses of the curriculum. Parent education projects have included helping parents to teach youngsters how to avoid molesters.

North Shore Elementary School PTA, Shrewsbury
19 Morrill Avenue, Shrewsbury, MA 01545
Paula McNamara

North Shore PTA has a well established volunteer program with approximately 50 members on call. Discussion meetings for volunteers review reading and math curricula and help develop homework study habits. Annual PTA events include a science fair, an arts festival, musicals, and gymnastic nights. Other activities include alcohol education programs, career awareness meetings, first aid courses, teacher recognition events, children's movies, awards for sixth grade students, a track and field day, and playground improvement.

West Boylston PTA
88 Pine Arden Drive, West Boylston, MA 01583
Arlene Danford

West Boylston PTA publishes a monthly newsletter which covers school and student news and also serves as a community newspaper. The PTA maintains close liaison with the school committee and administration, and keeps its members and the community informed of school affairs. The PTA is often used as a communication channel for other organizations. A committee studies the school budget. The PTA co-sponsors open house meetings and special programs at teachers' requests. High school student volunteers baby-sit for parent participants. The PTA recruits school volunteers for tutoring and teacher assistance and provides an orientation program.

SPRINGFIELD REGION

Westfield PTA Council
93 Orange Street, Westfield, MA 01085
(413) 568-2564
Anne Marke1

Westfield PTA Council serves as liaison among the five Westfield PTAs and with the school committee and administration. It holds a leadership workshop each September. Council meetings during the year develop cooperative projects among the several PTAs, assist in problem areas, and serve as on-going leadership development.

PITTSFIELD REGION

Broad Brook School PTA, Williamstown
Ballou Lane, Williamstown, MA 01267
(413) 458-5357
Nancy Spencer

Broad Brook PTA holds parent education and school curriculum awareness programs. It rebuilt the school playground and initiated a children's swimming program. It recruits school volunteers and holds a new parent orientation.

COMMUNITY SCHOOL ADVISORY COUNCILS

Community schools are a relatively new phenomena in the area of public education. They differ from regular public schools in that most remain open after school and evenings and attempt to serve the needs of all members of the community. The schools provide hot lunches for senior citizens, pre-school programs for toddlers, academic and enrichment evening courses for adults, and after school recreation for children of all ages. They are funded from a variety of sources including the city government, public school monies, and private or state grants. Most activities carried out by community school advisory councils could be implemented by parents groups in any school setting. The following community schools are examples of community advisory council activities being implemented throughout the state.

GREATER BOSTON REGION

Boston Community Schools

73 Hemenway Street, Boston, MA 02115
(617) 266-9390
Dane Peterile

The Boston Community Schools program represents a partnership between Boston's neighborhoods and the city. Presently, sixteen community school councils, comprised of neighborhood residents and volunteers, assess community needs and assume responsibility for designing and implementing programs which address those needs.

The city provides the buildings, technical assistance, a core budget, and some recreational programs. These funds are used to meet community needs such as day care, adult education and vocational training. It is up to the Councils to utilize the core city funds in the best possible manner and to develop additional program resources. The services cover a wide range of activities for people of all ages. Full day and half day child care centers are run in addition to drop-in nursery programs. Also, recreational after school programs, teen drop-in centers, adult education programs and recreational and nutritional programs for senior citizens are offered in most of the community schools.

Newton Community Schools

Newton Public Schools
1000 Commonwealth Avenue, Newton Centre, MA 02159
(617) 244-4700 X249
Lee Manes

Many Newton schools now offer after school recreation programs and adult education courses. These community schools offer a wide variety of activ-

ities including arts, bridge, calligraphy, cooking courses geared for senior citizens, literary and support discussion groups, pre-retirement, special needs, tennis and others.

NORTHEAST REGION

Acton-Boxborough Community Education Program

Acton Public Schools
16 Charter Road, Acton, MA 01720
(617) 263-2607
William Ryan

This program has an active parent advisory committee which makes suggestions to the community education coordinator, assists the staff, and acts as a communications vehicle between the community and working operations. With the assistance of many sub-committees, the program offers adult education courses, a preschool located in the high school, and volunteers who work in the schools during the day. They serve as assistants to the speech and language specialists, science test monitors, library aides, and supervisors in home economics.

Andover Recreation/Community Schools Program

Andover Public Schools
Stowe School
36 Bartlett Street, Andover, MA 01801
(617) 475-5045
Bary Ralph

Parents in Andover wanted to better utilize the school facilities after school hours to benefit the community. They now conduct enrichment, academic and recreation programs in nine schools in the town. They also sponsor a summer playground program and offer special interest programs for all ages.

SOUTHEAST REGION

Brockton Community School Program

Brockton Public Schools
Community School Office
470 Forest Avenue, Brockton, MA 02401
(617) 588-7800

Citizens from the community share their experiences in business, hobbies

and travel with students. The program sends out a list of available speakers to Brockton teachers. Each community school in the district also sponsors a preschool and provides senior citizen services, adult education and a performing arts group.

WORCESTER REGION

Ashland Educational Community Center

Ashland Public Schools
Ashland High School
West Union Street, Ashland, MA 01721
(617) 881-4414
Debra Poretsky

The Ashland Educational Community Center was founded to be an institution where people of all ages can take responsibility for their own learning and where they can learn from others as well as help others to learn. All factions are represented in the community for the planning and operation of the center. Individuals may participate in any of the following programs and are welcome to be on the Advisory Committee for any of the programs:

- Parent-Child Development Program-families are organized into playgroups and focus on the social, economic and educational needs of young children and parents.
- Early Childhood and Middle Childhood Development Programs-facilitate parental understanding of these age groups and offer after-school activities.
- Adult Enrichment-evening courses are offered, instructed by community volunteers.
- Community Services Delivery System-coordinates needed health services in the Ashland area.
- Community-Based Learning Programs-expand experiences of high school students by using the community to examine needs and problems.
- Senior Citizens Program-arranges for hot lunch, transportation and nutrition education programs.
- Civic Issues Forum-organizes a candidates' night and encourages awareness of town and governmental issues.

Belmont Street Community School Advisory Council

Belmont Street Community School
170 Belmont Street, Worcester, MA 01605
(617) 791-8785
Nancy Ducharme

The Parent Advisory Council is made up of representatives from business, churches, and the school. They meet once a month to discuss various school and community problems, and make recommendations and take action when necessary. A major accomplishment was to have a bridge built over a busy highway, and they are now involved in creating a playground at the school for the entire community.

Elm Park Community School

23 North Ashland Street, Worcester, MA 01601
(617) 791-8781
Roland Charpentier

Elm Park is one of four community schools in the Worcester area which has a very active parent advisory council. It saw the need for a well baby clinic and a preschool program, and continues to provide volunteers in these programs. Various sub-committees of the council select programs and sponsor workshops for parents and participate in formulating the school budget. Parent volunteers conduct a senior citizen lunch program and assist in the Summer School. In addition, parents take part in the selection of teachers and administrators for the school.

SPRINGFIELD REGION

New North Community School Cabinet
200 Birnie Avenue, Springfield, MA 01107
(413) 732-9510
Peter Levanos

This cabinet is the official advisory group for The New North Community School. The group reviews and recommends all community programs and services that are provided for in the school complex. Members consist of parents, neighborhood agency representatives, and city wide department officials. Parent volunteers have been involved in the recreational program as coaches, the theatre arts programs, Scouting, media center services and the pre-school program.

PITTSFIELD REGION

Westside Community School

West Union Street
Pittsfield, MA 01201
(413) 499-1234 ext. 253
Donald Taylor

The Neighborhood Advisory Council, composed of 15 members who are either elected or appointed, take complete charge of the school building after 3:00 p.m. The council sponsors recreation programs, social events, and continuing education courses for adults. They hire their own staff for the programs and control the budget allocated by the city council. The Neighborhood Advisory Council also advises the regular school staff on academic programs, and gives presentations to the students. A future goal is to increase parental involvement in the school through committees already established.

PART II.

school volunteer programs



LOCAL VOLUNTEER PROGRAMS

DEFINITION: *School volunteers are people who work without pay under the direction of teachers or other educational personnel to support the existing school program or provide special learning experiences.*

Volunteers in the following School Volunteer Programs do just about anything that will help children. Different schools focus on different programs, but there are many, many volunteer possibilities. Interested citizens should contact the coordinator listed in order to find out which of the following volunteer activities the school system offers:

- * provide general classroom assistance
- * tutor children in Reading, Math or any other subject, individually or in small groups
- * operate audio visual equipment
- * assist specialists in reading, math, art and physical education
- * teach English as a second language
- * work in the school library
- * make posters and displays
- * supervise the lunchroom
- * speak to the class on special subjects, and show slides
- * raise money for the school
- * ride on school buses and supervise loading and unloading
- * monitor the playground
- * help grade papers
- * assist in the science lab
- * provide individual help to children with special needs
- * chaperone on field trips
- * assist with school public relations and communication
- * provide enrichment programs and demonstrations
- * give career exploration presentations
- * assist the school nurse with vision and hearing tests
- * perform clerical duties

VOLUNTEER COORDINATORS

GREATER BOSTON REGION

Arlington

Caroline Banks
ESL Tchr./Coordinator
Arlington High School
Arlington MA 02174
(617) 646-1000

Mary Adrienne Beck
23 Maple Street
Arlington, MA 02174
(617) 646-1000 Ext. 114

Boston

Isabel Besecker, Director
Boston School Volunteers
16 Arlington Street
Boston, MA 02116
(617) 267-2626

Brookline

Dorothy Bacon
Volunteer Coordinator
Pierce School
School Street
Brookline, MA 02146
(617) 734-1111 Ext. 152

Cambridge

Harriet Hofheinz, Director
Cambridge School Vol. Project
1700 Cambridge Street
Cambridge, MA 02138
(617) 492-7046

Malden

Christine DiPietro
Coordinator
200 Pleasant Street
Malden, MA 02148
(617) 324-2233

Medford

Marilyn Blumsack
Medford High School
Medford, MA 02155
(617) 396-5800

Melrose

Robert Bachelder
Melrose Public Schools
Melrose, MA 02176
(617) 662-2000

Newtonville

Myra Trachtenberg, Director
Career Resource Center
North Newton High School
360 Lowell Avenue
Newtonville, MA 02160
(617) 964-9810

Waltham

Francis H. Leahy
Thomas Hill School
2 Heard Street
Waltham, MA 02154
(617) 893-8050

Watertown

Loretta Barba
Director of Volunteers
Watertown Public Schools
Watertown, MA 02172
(617) 926-7700

Wellesley

William Wright
Wellesley Public Schools
Wellesley, MA 02181
(617) 235-7250 Ext. 134

NORTHEAST REGION

Acton

Doli Mason
McCarthy-Towne School
Acton, MA 01720
(617) 263-4982

Selma Garber
Acton Boxborough Jr. H.S.
Charter Road
Acton, MA 01720
(617) 263-7716

Concord

Arleen Boyd
Coordinator of Vol. Services
115 Stow Street
Concord, MA 01742
(617) 369-9500

Chelmsford

Helen Doyle
Byam School
25 Maple Road
Chelmsford, MA 01824
(617) 256-8376

Dracut

Sheila Richardson
Dracut Public Schools
Dracut, MA 01826
(617) 957-2660

Lawrence

Kathy Rodger
Advisory Specialist, Title IV
Lawrence Public Schools
Mill Street
Lawrence MA 01840
(617) 683-2785

Lexington

Anita Swann
6 Audubon Road
Lexington, MA 02173
(617) 861-8469

Rockport

Janet Pamp
School Administration Building
4 Broadway
Rockport, MA 01966
(617) 566-3304

Lincoln

Heather Hill
Executive Coordinator
Winter Street
Lincoln, MA 01773
(617) 259-8733

Westford

Alice Howard
Nabnasset School
Plain Road
Westford, MA 01886
(617) 692-4777

SOUTHEAST REGION

Braintree

Donald W. Smith
Director of Media Services
128 Town Street
Braintree, MA 02184
(617) 848-4000 Ext. 160

Brockton

Robert Flannagan, Director
Old Colony Voluntary Action Ctr.
165 Quincy Street
Brockton, MA 02402
(617) 588-3460

Carver

Bernice Pritchard
Gov. John Carver School
Main Street
Carver, MA 02330
(617) 866-4541

Cohasset

Claudia Quella
120 Nichols Road
Cohasset, MA 02025
(617) 383-9016

Dennis

Laurence MacArthur
Ezra Baker School
Dennis, MA 02638
(617) 398-2229

Duxbury

Nance Andrew
Intermediate School
Duxbury, MA 02332
(617) 934-6521

Doris Myers
PTA Volunteer Aide Chairperson
Alden Elementary School
Duxbury, MA 02332
(617) 934-6528

Duxbury (continued)

Bonnie Waterhouse and
Agnes McGrann, Aide Chairpersons
Volunteer Aide Program
Chandler Street
Duxbury, MA 02332
(617) 585-4318

Hull

John H. Kennear
Jacobs School
Hull, MA 02045
(617) 925-4400

Kingston

Esther DiMarzio, Principal
Kingston Primary School
Kingston, MA 02360
(617) 585-4500

Marion

Anne Tenbrook
Volunteer Coordinator (VASE)
Sippican Elementary School
192 Front Street
Marion, MA 02738
(617) 748-0100

Marshfield

Barbara Reitz
30 Eastward Lane RFD
Marshfield, MA 02050
(617) 834-7212

Norwell

Priscilla Norling
166 Central Street
Norwell, MA 02061
(617) 659-4394

SOUTHEAST REGION (cont'd.)

Plymouth

P. Souza
West School
Rte. 80
Plymouth, MA 02360
(617) 747-0435

Martin Koempel
Hedge School
Standish Avenue
Plymouth, MA 02360
(617) 746-1140

Plympton

Edwin Peterson, Principal
Dennett School
Plympton, MA 02367
(617) 585-3659

Scituate

Sandy Putnam
27 Gates Circle
Scituate, MA 02066
(617) 545-3002

South Dennis

Marge Hardy
PACTS
17 Cypress Road
South Dennis, MA 02660
(617) 394-6310

South Weymouth

Warren Bridges
23 Jay Street
South Weymouth, MA 02190
(617) 337-9845

WORCESTER REGION

Holden

Muriel Quimby, Coordinator
Volunteers in Wachusett
1401 Main Street
Holden, MA 01520
(617) 829-3926

Hopkinton

Ruth Moseley
18 Briarcliffe Road
Hopkinton, MA 01748
(617) 435-3007

Jefferson

Kathleen Evans
Holden School Volunteer Program
Jefferson School
Jefferson, MA 01522
(617) 829-6269

Northborough

Aynne Manning
Director of Volunteers
Peaslee School
Maple Street
Northborough, MA 01532
(617) 393-2101

N. Brookfield

Ann Mulrooney
Donovan Road
N. Brookfield, MA 01535
(617) 867-8929

N. Grafton

Joyce Simon
Institute Road
N. Grafton, MA 01536
(617) 839-3434

WORCESTER REGION (cont'd.)

Marlborough

Francis Kane
Richer Elementary School
Foley Road
Marlborough, MA 01752
(617) 485-7765

Millbury

Roger McEnnis
Millbury School Volunteers
12 Martin Street
Millbury, MA 01527
(617) 865-9501

Natick

Carol Ann Murray
Volunteer Office
13 Central Street
Natick, MA 01760
(617) 653-0550

W. Boylston

Paul Kroll
Asst. Superintendent for Education
Edward School
W. Boylston, MA 01583
(617) 835-4461

Westborough

Ronnie Newman
15 West Street
Westborough, MA 01581
(617) 366-8551

Princeton

Barbara Johnson
Worcester Road
Princeton, MA 01541
(617) 464-2484

Shrewsbury

Robert H. Hutchinson
Curriculum Coordinator
Shrewsbury School Department
100 Maple Avenue
Shrewsbury, MA 01545
(617) 845-5721

Dorothy Mongeon, Coordinator
38 Sewell Street
Shrewsbury, MA 01545
(617) 842-2451

Southborough

Sue Day
6 Hickory Road
Southborough, MA 01772
(617) 481-7562

Worcester

Robin F. Spaulding, Coordinator
School Volunteer Program
Worcester Public Schools
20 Irving Street
Worcester, MA 01601
(617) 798-2521 Ext. 44

SPRINGFIELD REGION

Amherst

Alta Scribner
January Hill Road
RR #3
Amherst, MA 01002
(413) 549-3605

Belchertown

Bernetta H. Stalker
4 Metacomet Circle
Belchertown, MA 01007
(413) 323-4352

Hampden

Benedetto J. Pallotta
38 North Road
Hampden, MA 01036
(413) 566-3263

Longmeadow

Jacqueline Cohen, Coordinator
811 Longmeadow Street
Longmeadow, MA 01106
(413) 567-3351

Northampton

Suzanne Peterson
63 Dryads Green
Northampton, MA 01060
(413) 584-5541

Palmer

George Nicholas and
Lawrence Ricci
Palmer Schools
Palmer, MA 01069
(413) 283-9813

Springfield

Carol Kinsley, Coordinator
Springfield School Volunteer
Program
Springfield, MA 01103
(413) 733-2132 Ext. 240

PITTSFIELD REGION

Greenfield

Joseph Schady
64 North Street
Greenfield, MA 01301
(413) 774-2362

Shelburne Falls

James Klay
11 Warren Avenue
Shelburne Falls MA 01370
(413) 625-2357

RETIRED SENIOR VOLUNTEER PROJECTS

Retired Senior Volunteer Projects (RSVP) operate in cities and towns across the state. RSVPs are funded by public and private agencies. Senior citizen volunteers work in many different settings, including the public schools. In the past they have worked with teachers as tutors, bilingual aides and library assistants. They can be excellent speakers, offering unique learning experiences through oral histories and family reminiscences.

GREATER BOSTON REGION

RSVP of Boston

Judy Bibbo, Coordinator
Commission on Affairs of the Elderly
Boston City Hall #209
Boston, MA 02201
(617) 725-4360

RSVP of Newton-Wellesley-Weston

Barbara Ireland
Commission on Affairs of the Elderly
429 Cherry Street
West Newton, MA 02165
(617) 969-5906

RSVP of Eastern Middlesex County

Lorna Knapp
Commission on Affairs of the Elderly
P.O. Box A
Somerville, MA 02145
(617) 625-7744

RSVP of South Shore

Windred Pulsifer
Commission on Affairs of the Elderly
1 Maple Street
Quincy, MA 02169
(617) 773-1380

NORTHEAST REGION

RSVP of Greater Lawrence

Yvonne Drauschke
Commission on Affairs of the Elderly
300 Essex Street
Lawrence, MA 01840
(617) 686-9404

RSVP of the North Shore

Gerry A. Brown
Commission on Affairs of the Elderly
24 Elm Street
Gloucester, MA 01930
(617) 283-7874

RSVP of Lowell/Western Merrimac Valley

Edna Lindahl
Commission on Affairs of the Elderly
10 Bridge Street
Lowell, MA 01852
(617) 459-0551

SOUTHEAST REGION

RSVP of Cape Cod

Deborah Converse
Commission on Affairs of the Elderly
Cape Cod Community College
Route 132
West Barnstable, MA 02668
(617) 362-4625

RSVP Mayflower

Joan E. Thompson
Commission on Affairs of the Elderly
18 Leyden Street
Plymouth, MA 02360
(617) 746-5881

SPRINGFIELD REGION

RSVP of Chicopee/Holyoke

Dane Wheeler
Commission on Affairs of the Elderly
161 School Street
Chicopee, MA 01013
(413) 594-6688/6689

RSVP of Springfield

Freddie Jackson
Commission on Affairs of the Elderly
732 State Street
Springfield, MA 01109
(413) 739-9675

RSVP of Hampshire County

Lorraine Kiekotka
Commission on Affairs of the Elderly
80 Main Street
P.O. Box 7
Northampton, MA 01060
(413) 586-2250

WORCESTER REGION

RSVP of Worcester

Louise Kalil
Commission on Affairs of the Elderly
11 Federal Street
Worcester, MA 01608
(617) 755-4388

PITTSFIELD REGION

RSVP of Pittsfield

Courtney Flanders
Commission on Affairs of the Elderly
30 E. Housatonic Street
Pittsfield, MA 01201
(413) 443-9307

OTHER VOLUNTEER PROGRAMS

Holyoke Public Schools/ University of Massachusetts, Amherst

98 Suffolk Street
Holyoke, MA 01040
(413) 545-2887
Jose Moserrale

Students from the University of Massachusetts in Amherst go to Holyoke and other school districts in the area to tutor elementary and junior high school Puerto Rican students in their area of need. The undergraduates receive three college credits for their work. The program benefits Spanish-speaking families in the Holyoke area as well as the college students who acquire practical experience in their Spanish courses.

Delaney School

Wrentham Public Schools
Taunton Street
Wrentham, MA 02093
(617) 384-2160
Albert Gibbons, Principal

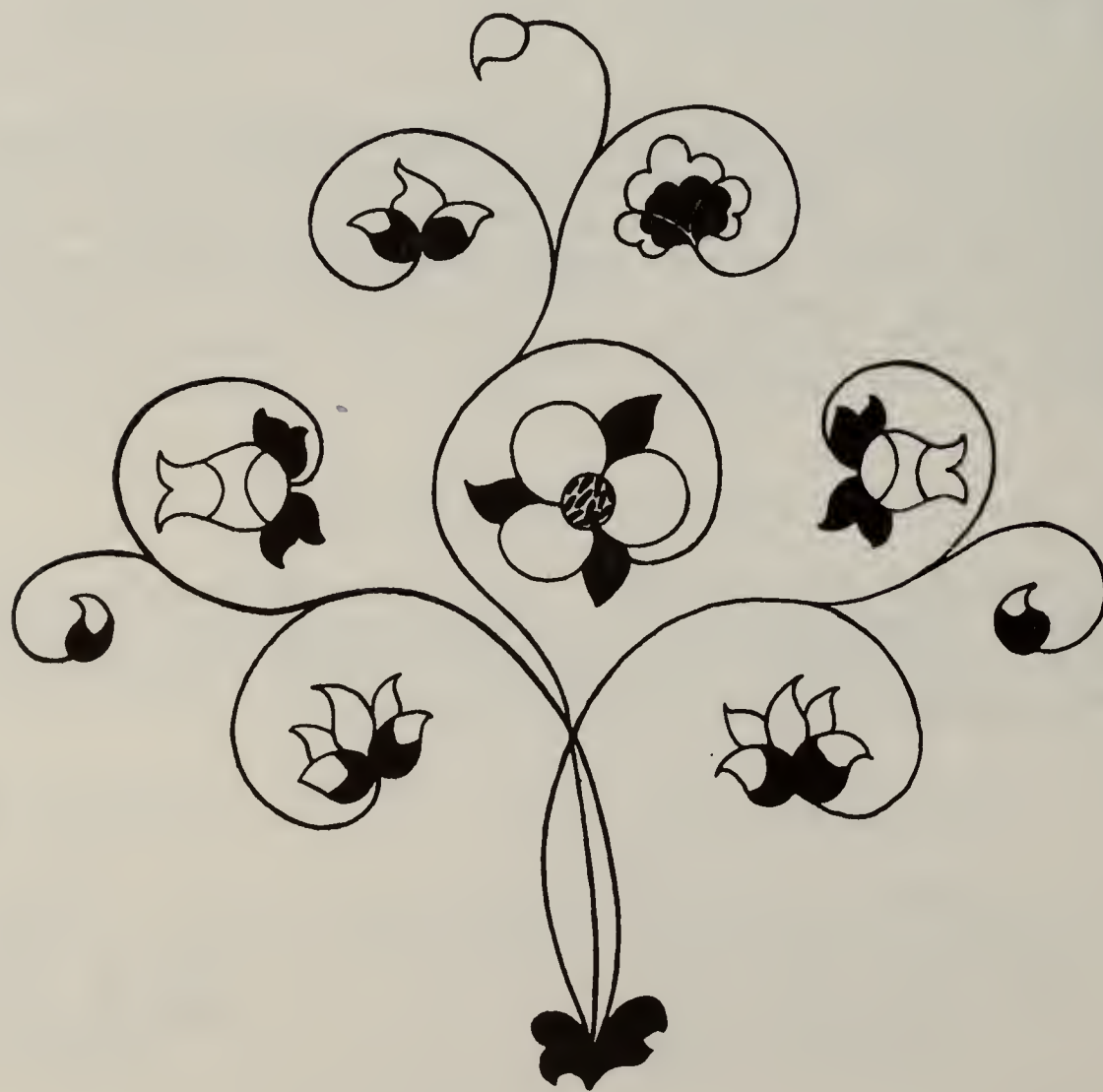
The Delaney School received a federal grant under Title II to sponsor senior citizens to come in on a regular basis to read, show filmstrips, and play records for preschoolers. The volunteers are recruited from the local council on aging and various nursing homes. The program gives preschoolers a chance to improve their reading readiness skills and become familiar with formal schooling, and senior citizens feel a greater sense of worth and accomplishment in the community.

YOUR LOCAL COUNCIL ON AGING

Every locality throughout the state has a council on aging to serve the elderly in that area. These councils are an ideal source for obtaining volunteers for schools. Each council has listings of senior citizens who are interested in volunteering or recruiting volunteers.

PART III.

resources



INFORMATION AND TRAINING SOURCES

The organizations described below are interested in helping citizens groups throughout the state become more active in the schools. Many will visit any locality to present workshops, assess problems the group may be having, and offer advice and support for future activities. These organizations also publish newsletters describing activities of parent groups in their area and can recommend people and publications that could also serve as resources.

LOCAL

GREATER BOSTON REGION

Citizens for Participation in Political Action

11 South Street
Boston, MA 02111
(617) 426-3040
Richard Cauchi

Publishes a newsletter and disseminates information on lobbying techniques.

City-Wide Educational Coalition

52 Chauncy Street,
Room 305
Boston, MA 02111
Mary Ellen Smith
(617) 542-2835

Provides parents in Boston with support, information and assistance in bringing about citizen involvement in policy and decision making. The organization provides programs of assistance in the areas of public information, technical assistance in decision making, research and publication of documents, assistance and advocacy in dealing with problems, and organizing assistance to parents on education-related issues such as school budgets and special education.

Freedom House Institute for Schools and Education

14 Crawford Street
Roxbury, MA 02119
(617) 440-9704
Ellen Jackson

Supports citizen participation in education to encourage positive social change in the public schools. Freedom House has developed materials and techniques for citizens to disseminate information about school policies,

procedures and programs. The institute sponsors a community information center for rumor control and emergency assistance throughout Roxbury, Dorchester and Mattapan and offers a speaker's bureau, parent/teacher workshops, Saturday morning discussion groups and a radio show, "From the Black Perspective" dealing with issues of importance to the black community.

NORTHEAST REGION

Merrimack Education Center

101 Mill Road
Chelmsford, MA 01824
(617) 256-3985
Ann Murray

Sponsors programs and workshops for teachers and parents. Offers a perceptive parenting course, arranges inter-school parent meetings, and publishes handbooks, newsletters and pamphlets. The center also developed a home-school league in which school parent advisory councils pay a membership fee, and receive services such as workshops in the schools, home-school idea swaps, seminars on writing school newsletters, making slide tapes and functioning as a parent advisory council.

WORCESTER REGION

Central Massachusetts Citizens Involved in Education

271 West Boylston Street
West Boylston, MA 01583
(617) 835-6056
Nancy Brown

Helps citizens shape educational programs in their communities by cataloging and disseminating information on educational issues such as goals and assessment, collective bargaining, personnel practices, program budgeting, open education and community schools. The Citizen Resource Center offers a lending library of books, periodicals and journals. They produce a newsletter describing local citizen involvement programs and activities, and periodic position papers about citizen involvement and educational change. Parent leader workshops focus on community organization, curriculum procedures, school law, personnel practices and citizen rights and responsibilities. Information files describe exemplary citizen involvement programs in the area, provide information on towns and school systems in the Central Massachusetts area and general information on the organization and governance of school systems in Massachusetts.

STATEWIDE

Citizen Involvement Training Project

Division of Continuing Education
University of Massachusetts
Amherst, MA 02003
(413) 545-3450
David Magnani

Offers workshops in many areas of citizen involvement including education. The workshops are available to any group in Massachusetts and include issues such as organizing projects, fund raising, and conducting effective meetings. A workshop kit is now being produced and individuals across the state are being trained as "trainers". This service will soon be available.

Federation for Children With Special Needs

Suite 338
120 Boylston Street
Boston, MA 02116
(617) 482-2915
Phyllis Sneirson

An agency funded by Massachusetts parent organizations representing children with various disabilities. Together these organizations operate a Parent Center which offers help to individual parents and strengthens the "parent power" of the member groups. The Parent Center offers a resource library, office space and equipment for organizations, legal information and referral, information on current legislation, and advocacy information and training. The member organizations include the following:

Assn. for Mentally Ill Children
(autistic and severely disturbed children)

Children in Hospitals, Inc.
(parents and health care professionals
concerned with the needs and rights
of hospitalized children and adults)

Mass. Assn. for Children with Learning
Disabilities

Mass. Assn. for Retarded Citizens

Mass. Tuberous Sclerosis Assn.
(an infant and childhood neurological
disorder characterized by skin lesions
and seizures)

Mass. Spina Bifida Assn.
(birth defects involving lack of total
spinal development)

Mass. Parents Assn. for Deaf and Hard
of Hearing

New England Parents Assn. for Visually
Handicapped Children & Adults

Parents & Children Together
(children with cardiac problems)

Parents & Friends of Cerebral Palsy
and Multi-Handicapped

Prescription Parents, Inc.
(cleft-lip and cleft-palate problems)

League of Women Voters

120 Boylston Street
Boston, MA 02116
(617) 357-8380

Conducts studies which review policies, programs, and resources of local school systems. Approximately 80 studies are now available. Local Leagues help establish parent advisory councils and conduct various educational projects. The state headquarters disseminates information about local programs and activities.

Literacy Volunteers of Massachusetts, Inc.

014 Worcester Center
Worcester, MA 01608
(617) 754-8056
Janet London

Provides training, materials and workshops for volunteers tutoring teens and adults in reading and English as a second language. The tutorial programs can be located in schools, libraries, correctional facilities, business, industry, community centers or on an individual basis. There are fifteen affiliates across the state where the services can be obtained.

Massachusetts Parent-Teacher-Student Association, Inc.

11 Muzzey Street
Lexington, MA 02173
(617) 862-5822 or 927-1171
Mary Casey

Serves PTAs and PTSAs throughout the state with program resources and de-

velopment of leadership skills in needs assessment, goal-setting, problem-solving, action-planning, and implementation, through workshops or in local meetings. Offers statewide programs in parenting education and alcohol education, with workshops also at local request. Implements legislative programs jointly developed with local representatives. Holds numerous workshops and annual state convention. Publishes PTSA Bulletin, (seven issues a year), two leaders' handbooks, The Magical Touch with Children and How to Talk With Children About Drinking, and other materials.

Worcester State College Community Education
Development Center

Worcester State College
486 Chandler Street
Worcester, MA 01602
(617) 752-7700
Ted Provo

Provides free consultation services to any community group or school district who wishes to establish a community education program. A resource center offers multi-media materials which are available upon request, such as films, tapes and printed materials. A monthly newsletter is free of charge. Workshops and services covering issues such as the philosophy and financing of community education programs, program development, communications techniques and information on citizen councils can be arranged for interested groups throughout the state.

NATIONAL

Association of Voluntary Action Scholars, Incorporated

Box 6-55 Boston College
Chestnut Hill, MA 02167
(617) 969-0100, Ext. 4144
David Horton Smith, Department of Sociology

Publishes the Journal of Voluntary Action Research and other materials concerned with voluntary action and voluntary organizations. It is an organization of scholars, professionals, leaders and participants interested in stimulating and aiding the efforts of those engaged in voluntary action research and activities.

Federal Community Education Clearinghouse

6000 Executive Blvd.
Rockville, Maryland 20852
(800) 638-6698
Marian Kratage

The Federal Community Education Clearinghouse is a new information service which serves as a central point for collecting, organizing, analyzing and disseminating current knowledge on citizen involvement and community education. Requests containing specific questions relating to concepts, programs, people or techniques are given personal attention by the staff. Responses will be in the form of publications, bibliographies, or referrals to sources of help. A newsletter, issued four times a year, informs readers of important developments in the community education field. Community educators can submit their names and addresses to receive notices and serve as resources for colleagues.

Institute for Responsive Education

704 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309
Barbara Prentice

Publishes information about establishing parent participation programs and a quarterly journal Citizen Action in Education. Currently conducting a national study of citizen involvement programs.

National Committee for Citizens in Education

410 Wilde Lake Village Green
Columbia, Maryland 21044
800 N-E-T-W-O-R-K

This organization is dedicated to helping parents and other citizens share in making the daily school decisions that affect children. Among other accomplishments, they helped to spearhead the drive that led to the Family Educational Rights and Privacy Act of 1974. They offer a Parents Rights Card which lists twenty rights that parents have in the schools. These include the right to appeal a child's suspension from school, and the right to visit their child's class during the school day. The card is free of charge and is available by calling or writing the organization.

National PTA

700 North Rush Street
Chicago, Illinois 60611
(312) 787-0977
Becky Schergens

National PTA was founded in 1897 and is the largest national voluntary organization devoted to the interests of children and youth. It is comprised of some six and a half million parents, teachers, students, and other citizens in 52 state branches - the 50 states, District of Columbia, and the dependents schools on the military bases overseas. The PTA today uses contemporary techniques to achieve basically the same goal that gave the organization its initial purpose: namely, to spotlight the needs of children and youth and bring concerned people together in a determined effort to meet these needs. It publishes PTA Today, PTA Communique, and What's Happening in Washington, as well as films, film strips, and a variety of other materials. It carries a strong legislative program in Washington based on state PTA and member action. Currently outstanding emphases are: funds for education, better TV programs and more discriminating TV use, alleviation of school violence and vandalism, citizen education about collective bargaining, comprehensive school/community health education, alcohol education, and parenthood training.

National School Volunteers Program, (NSVP) Inc.

300 North Washington Street
Alexandria, VA 22314
(703) 836-4880
John Alden

NSVP publishes a bi-monthly newsletter which keeps members informed about National School Volunteer conferences, publications and legislation affecting volunteers, and provides ideas on how to improve school volunteer programs. NSVP holds an annual national conference as well as re-

gional and state conferences to share know-how on tutoring, orientation and training, ways to involve business, recruiting older school volunteers and using community resources. Members receive discounts on many publications from the clearinghouses, including The Whole Learning Catalog, published by Learning Magazine. The organization has also formed a network of large school volunteer programs that are attempting to increase older citizen participation in education. The Older School Volunteer Network (OSVN) meets to discuss planning, development, recruitment and training for older school volunteers, and to share resources and experiences.

The following agencies are also described in the Organization Directory compiled by the Institute for Responsive Education, 704 Commonwealth Avenue, Boston, MA 02215.

Center for the Study of Parent Involvement

5240 Boyd Street
Oakland, CA 94618
(415) 658-7557
Dan Safran

Provides training and assistance to parents, teachers, administrators and teacher educators to strengthen communication and involvement. The center works to increase awareness of parent needs and parental perspectives of education among parents and educators. CSPI sponsored the first National Conference on Parent Involvement and offers workshops, materials and publications of interest to parents, teachers, administrators and concerned citizens.

Coalition of Indian Controlled School Boards, Inc.

811 Lincoln Street
Denver, Colorado 80203
(303) 837-8016
Herchel Sahaunt

Encourages greater Indian involvement in the administration and operation of education programs for Indians. The coalition publishes a newsletter and provides information and technical assistance for educational problems of the member organizations, schools, boards, and parent advisory committees.

Education Law Center, Inc.

605 Broad Street, Suite 800
Newark, N. J. 07102
(201) 624-1815
Michael Lottman

Provides speakers on a variety of topics and free legal assistance to parents, students and other individuals. The center specializes in such education issues as school finance, compensatory education, bilingual education, race and sex discrimination, discipline, special education and public involvement in educational decision making.

Federal Education Project of the Lawyers' Committee
For Civil Rights Under the Law

733 15th Street, N.W.
Washington, D.C. 20002
(202) 628-6700
Linda Brown

Promotes participation of parents and other citizens in federal, state and local education programs; monitors the administration and enforcement of Title I, vocational education and anti-discrimination laws; and publishes handbooks and newsletters. The project offers technical assistance to parents and will provide legal services free of charge. There are two recent publications, New Legal Requirements for Parent Involvement and A Handbook on Title I Applications which are available at no cost for single copies.

National Coalition of ESEA Title I Parents

1010 Vermont Avenue, N.W. - Suite 718
Washington, D.C. 20005
(202) 638-5466
Thomas Heatley

Sponsors an annual in-service conference and provides workshops on a regional and individual school basis to assist parents involved in Title I programs. A monthly newsletter is also available.

PUBLICATIONS

The publications described below are divided into groups according to appropriate audiences. Some are handbooks for volunteers working in classrooms, while others give helpful advice to volunteer coordinators. Citizens groups can use guides for forming committees, collecting information and publishing newsletters. There are also books and articles for administrators seeking information on paraprofessionals and activities of citizen groups throughout the state and country.

PUBLICATIONS FOR ADMINISTRATORS, TEACHERS AND VOLUNTEER COORDINATORS

Linking Schools and the Community

National School Public Relations Association
1801 N. Moore Street
Arlington, VA 22209

Price \$7.95

Describes the growing participation of community members and organizations in the schools. Details how, where, when and why to enlist the aid of parents and community members in building a strong educational program. It also provides guidelines for setting up advisory committees including roles and responsibilities, the use of volunteers, avoiding common pitfalls and evaluating efforts.

The Effective Management of Volunteer Programs

Volunteer Management Associates
279 S. Cedar Brook Road
Boulder, Colorado 80302
Marlene Wilson

Price \$4.95

Offers practical material on non-directive interviewing, listening, organizational climate, motivation, the role of a manager, training and communications, for those enlisting school volunteers.

Resources For Schools

A Catalogue of Publications from the Massachusetts Department of Education

Massachusetts Department of Education
31 St. James Avenue, Room #614
Boston, MA 02116
(617) 727-5762
Massachusetts Dissemination Project

A description of the publications available from the Massachusetts Department of Education. The booklet is designed to make use of information resources and educational materials more effectively. Includes 160 booklets and resource catalogues which are available free of charge to the public.

Resources For Schools
A Guide to Information Dissemination Agencies

Massachusetts Department of Education
31 St. James Avenue, Room #614
Boston, MA 02116
(617) 727-5762
Massachusetts Dissemination Project

A description of educational agencies in Massachusetts which disseminate information and materials on selected topics and issues, publish newsletters, offer workshops and training programs, and establish resource libraries. Includes agencies which focus on increasing involvement of parents and citizens in education.

Community Involvement for Classroom Teachers

Community Collaborators
P.O. Box 5429
Charlottesville, VA 22903
Donna Hager

Price \$2.95

Suggests specific techniques by which teachers can encourage involvement of parents and community members. Typical examples of community resource utilization are given such as field trips and home visitations by teachers. The booklet cites research findings linking parental involvement in the school with higher student achievement and reduction of school violence and vandalism.

Directory of Community School Districts

Federal Community Education Clearinghouse
6000 Executive Blvd.
Rockville, MD 20850
(800) 638-6698
Charles Stewart Mott Foundation

A listing of 1,046 districts involved in community education. Arranged by state, it includes the names of contact persons; organization names, addresses, and telephone numbers; and initial date of operation.

Community Education Projects, Fiscal Year 1976

Federal Community Education Clearinghouse
6000 Executive Blvd.
Rockville, MD 20852
(800) 638-6698
Office of Education

Offers brief summaries of federally funded community education projects. Names and addresses of project directors are included. The listing can be helpful to those applying for federal grants in community education.

Kaleidoscope 16 Bicentennial Issue on Citizen Education and School-Community Collaboration Winter 1976

Massachusetts Department of Education
31 St. James Avenue, Boston, MA 02116
(617) 727-5750

Describes specific programs throughout the state which illustrate how parents and students have become more involved in the educational process through parent advisory councils and volunteer programs.

Organizing School Volunteer Programs

Citation Press
50 West 44th Street
New York, N. Y. 10036
Barbara Carter and Gloria Dapper

Price \$3.50

Offers advice about recruiting and screening volunteers, and conducting orientation and training programs. Outlines the responsibilities of volunteer coordinators who serve as the liaison between school and community, and provides information about program evaluation and fund raising techniques.

Volunteers in Education Recruitment, Leadership and Training Institute

School Volunteers for Boston
16 Arlington Street
Boston, MA 02116
(617) 267-2626

Gives concrete advice on obtaining funds, recruiting, interviewing and selecting volunteers. Includes an outline of suggested orientation and training programs. The handbook offers advice on using students as volunteers and ways to maintain volunteer morale. There are samples of evaluation forms for the teacher, volunteer, and administrator, and suggestions for further reading. An earlier edition was entitled, ABC's, A Handbook for Education Volunteers.

Your Volunteer Programs

Volunteer Coordinators Program
Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, Iowa 50021
Mary Swanson

Written for those interested in establishing a volunteer program in a school. It offers specific procedures for setting up the organization and committees, information concerning recruitment of volunteers, publications about the program, interviewing and placement techniques, and maintaining volunteers. Advice on evaluation, budgets, financing and record keeping is also included.

Community Involvement in Teacher Education

ERIC Document Reproduction Service
P.O. Box 190
Alexandria, VA 22210
John Masla and Preston Royster

Price: \$4.67

Discusses the development of a teacher education model using decision making, participation, and training of community members and students. The book suggests that greater emphasis be placed upon community involvement in teacher training and community resource utilization training.

Annual Evaluation Report Title I, ESEA Fiscal Year 1975

Massachusetts Department of Education
Division of Curriculum and Instruction
31 St. James Avenue
Boston, MA 02116
(617) 727-5750

Provides extensive data on Title I programs in Massachusetts, specifically in the areas of non-public school participation, staff training, community and parental involvement and their effect on educational achievement and attendance.

National Elementary Principal, Volume 55 Number 4, March/April 1976 "Making Citizen Participation Work"

Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309
Don Davies

Defines and traces the history of citizen participation in education and

describes the various kinds of involvement programs that have been established throughout the country. Outlines nine goals for improving the quality of citizen participation and increasing its impact.

Recommendations on Paraprofessional Staff

Massachusetts Department of Education
Bureau of Equal Educational Opportunity
31 St. James Avenue
Boston, MA 02116
(617) 727-5850

Summarizes recommendations of the 1977 conference on the use of paraprofessionals in Massachusetts which examined the present roles and status of auxiliary personnel in urban schools. Outlines short and long-range plans for using paraprofessionals.

Schools Where Parents Make a Difference

Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309
Don Davies

Price: \$3.95

Describes the activities of various school and citizen groups throughout the country.

Training Volunteer Leaders

National Council of the YMCA
291 Broadway
New York, N. Y. 10007

Workshop materials to use in training group leaders.

A Handbook of Structured Experiences for Human Relations Training., vols. 1-5

University Associates
La Jolla, CA 92037
William J. Pfeiffer and John E. Jones

A compendium of training exercises for group facilitators.

Obtaining Citizen Feedback

Urban Institute
2100 M Street, N.W.
Washington, D.C. 20013
Kenneth Webb and Harry P. Hatry

How local governments can survey their constituents. Includes information on survey costs and possible funding sources and illustrative examples of survey questionnaires.

"In-Basket for Volunteer Directors "

Voluntary Action Center
Akron, Ohio 44302
Hope M. Blair

Complete set of materials and directions for conducting a two-hour training session for volunteer directors.

Manual for a Community Volunteer Pool

Volunteer Talent Pool and Training Center
655 N. Tamiami Trail
Sarasota, Florida 33578
Janet Burgoon, Joan Winter and Virginia Goelzer

How to use volunteers in various types of agencies. Includes sample forms and flyers.

The Volunteer Community

NTL Learning Resources Corporation
2817 N. Dorr Avenue
Fairfax, VA 22030
Eva Schindler-Rainman and Ronald Lippitt

Offers new ideas concerning volunteer programs for those with some background in coordinating volunteer services.

Volunteer Training and Development

Seabury Press
New York, N. Y. 10007
Anne K. Stenzel and Helen M. Feeney

A manual for those planning to set up volunteer training programs and for those wishing to improve their skill at recruiting volunteers and administering volunteer programs.

PUBLICATIONS FOR CITIZENS - GROUPS AND INDIVIDUALS

A Handbook for Students and Parents on Their Rights

American Friends Service Committee
407 South Dearborn Street
Chicago, Illinois 60608

Price \$2.30

Explains many federal regulations including Title I, sex discrimination laws, bilingual education, privacy and school records regulations, and corporal punishment regulations. Many of the state laws apply only to Chicago schools, but the handbook can serve as a useful guide for any group interested in outlining the rights of parents and students.

Citizen Action in Education

Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309

Price: \$5.00/year

A quarterly news magazine which presents new models and ideas for citizen involvement in the schools throughout the country. Serves as a communication link between parents, citizens and school personnel interested in increasing citizen involvement in educational decision making.

Factual Politics

(Five-book set about citizen action research)

The five publications listed below can be obtained by contacting:
Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215
(617)353-3309

I. Facts For A Change: Citizen Action Research for Better Schools

Bill Burgess

Price: \$4.00

Helps citizen groups get the information they need to stimulate dialogue and make proposals for change on important community issues. It can serve as text for action-oriented urban affairs or civic education classes at the secondary and post-secondary levels. The book is written for citizen's groups, school officials, community leaders, teachers and students interested in community action.

II. Words, Pictures, Media: Communication in Educational Politics

Lloyd Prentice

Price: \$4.00

Describes how to develop a public information strategy for any issue. The text combines a systematic outline of media strategy with advice on fund raising, writing press releases, preparing a slide-tape presentation and budgeting and evaluating communication efforts.

III. Facts and Figures: A Layman's Guide to Conducting Surveys

Bill Burgess

Price: \$4.00

A guide to fact-finding surveys and community opinion polls. The text includes survey methods, an interviewer's training manual and many sample survey instruments.

IV. Collecting Evidence: A Layman's Guide to Participant Observation

Joseph Ferreira and Bill Burgess

Price: \$2.00

A guide to participant observation to assist citizen groups and students who want to conduct field investigations about issues concerning them.

V. You Can Look It Up: Finding Educational Documents

Bill Burgess

Price: \$2.00

Serves as a roadmap to information about educational issues in libraries.

Making Schools Work -
A Handbook for Students, Parents and Professionals

Massachusetts Advocacy Center
2 Park Square
Boston, MA 02116
(617) 357-8431

Price: \$3.95

Discusses the rights and responsibilities of students, parents and professionals about programs, services and educational practices. Includes letter writing techniques, evaluation and legal services.

Organizing Groups: A Guide for the Organizer

Community Action Training, Inc.
128 West State Street
Trenton, N. J. 08609
(609) 393-3746

Offers advice to the potential organizer of a community council, board or club by outlining the stages of group development and suggesting various actions the organizer can take to spur the process.

Gathering Information About Your School Community

Flint Community Schools
923 East Kersley
Flint, Michigan 48502

Discusses step-by-step methods of needs assessment planning and implementation for instructional programs and community activities. Sample teacher, student, and community survey instruments, a volunteer questionnaire, and a talent bank survey for the identification of community resources are included.

A Guide for Community School Advisory Councils

San Diego County Department of Education
San Diego Center for Community Education
San Diego, California 92103

Discusses the development of a community advisory council from member selection and organization through the program implementation phase. An advisory council organizational diagram, suggested grouping, and simulation activities are included. The book also gives school and district coordinator job descriptions, community and youth needs assessment instruments, and an annotated bibliography.

Parent Power in the Schools

Merrimack Education Center
100 Mill Road
Chelmsford, MA 01824
Ann Murray

Provides information on establishing a parent advisory council, publishing newsletters and school handbooks, setting up an information center and volunteer program and producing a slide tape. The center also publishes a home-school-community topic package.

Parents and Title I: A Resource Package

Title I Dissemination Project
Room 613 Statler Office Building
20 Providence Street
Boston, MA 02116
(617) 426-6324

A compilation of potential resources for parent advisory council members to aid them in carrying out their responsibilities under the federal regulations. Emphasizes the "how to" approach and provides specific examples.

So, You're On a Committee

Community Action Training, Inc.
128 West State Street
Trenton, N. J. 08608

Describes how committees are formed and how they can function effectively.

Together: Schools and Communities

Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309
Miriam Clasby and Joanne Lema

Price: \$4.00

A handbook and resource directory developed for the Massachusetts Advisory Council on Education (MACE) to study and encourage school/community collaboration. Includes suggestions for establishing and maintaining parent advisory councils, a listing of special interest groups, higher education facilities and services, and school volunteer programs throughout the state. A publications listing containing resources, newsletters and selected education journals is also included.

Two Way June 1974

Bureau of Transitional Bilingual Education
31 St. James Avenue
Boston, MA 02116
(617) 727-8300

Includes guidelines for parent involvement in bilingual programs.

Keys to Community Involvement

Office of Marketing and Dissemination
710 Southwest Second Avenue
Portland, Oregon 97204
(503) 248-6800
Northwest Regional Educational Laboratory
Each title: \$2.00
5 copies of same title: \$9.00
Set of 15 titles: \$24.00

A booklet series consisting of fifteen titles:

Community Groups: Keeping Them Alive and Well
Group Decision Making: Styles and Suggestions
Problem Solving: A Five-Step Model
Planning for Change: Three Critical Elements
Personal and Professional Development:
 An Individualized Approach
Governing Boards and Community Councils:
 Building Successful Partnerships
Innovative Projects: Making Them Standard
 Practice
Successful Projects: Examining the Research
Effective Groups: Guidelines for Participants
Group Progress: Recognizing and Removing Barriers
Measuring and Improving Group Effectiveness
Finding the "Right" Information: A Search Strategy
Community Surveys: Grassroots Approaches
Using Consultants: Getting What You Want
Group Leadership: Understanding, Guiding and Sharing

Human Services and Resource Networks

Jossey Bass, Inc.
615 Montgomery Street
San Francisco, CA 94111
Seymour Sarason

Price: \$12.95

Provides theoretical and practical information on how to set up "networks" to share resources and provide a cost effective approach to running schools or other human service agencies. The concept of network is illustrated through a description of a three year project in which resources were exchanged and bartered for each party's survival and growth.

How Well Do They Represent You?

ERIC Clearinghouse on Rural Education and Small Schools
Box 3 AP
Las Cruces, New Mexico 88003

Price: \$1.00

A handbook that describes the proper function of local, rural school boards,

their history, and the role of the public in school decision making. Provides a check-list for parents and other citizens to evaluate the representativeness of their school boards and to examine their effectiveness as informed constituents.

Organization Directory

Institute for Responsive Education
704 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309

Price: \$1.00

A description of 119 state, regional and national organizations which provide services and information for local citizens concerned with educational issues in their community.

The School Budget is Your Bu\$ine\$\$

Public School Budget Study Project
1500 Alsace Road
Reading, PA 19604
Rhoda E. Dersh

Price: \$7.95

An introductory guide to help and encourage concerned citizens to participate in the school budget process in their communities.

101 Activities For Building More Effective School-Community Involvement

Homet School Institute
Trinity College
Washington, D.C. 20017
Dorothy Rich and Beverly Mattox

A compendium of specific, practical, and inexpensive activities to strengthen school-community involvement.

What The People Ought To Know About School Administration

Interstate Publishers
Danville, Illinois 61832
Clarence A. Weber

A clear explanation of the functions of the school committee and the superintendent, with chapters on negotiations with teachers and teacher tenure.

The Open Partnership: Equality In Running the Schools

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N.Y. 10020
Charlotte Ryan

Price: \$7.95

How to achieve an "open partnership," where decision making is shared by administrators, teachers, school board members, students, parents and other interested citizens.

A Handbook for Parent Advisory Councils

Arizona Department of Education
Tucson, Arizona 85702

Deals with the involvement and training of parents in Title I advisory councils, with examples of successful programs.

Flint Community Schools: Basic Package

Flint Community School
923 East Kershey
Flint, Michigan 48502

Descriptions of cultural, educational and recreational programs offered by the Flint Community School are given. Examples of citizen involvement materials and a description of the advisory council role are included in the package.

The Community Council: Its Organization and Function

Pendell Publishing Company
P.O. Box 1666
1700 James Savage Road
Midland, Michigan 48640
Everette Nance

Price: \$1.00

Describes the importance of community involvement as it relates to the community education concept. Basic community advisory council principals are outlined and specific suggestions are given in areas such as membership criteria, term of office, member selection and roles and functions. Alternate leadership models are discussed in terms of suitability.

A Primer for Community Research

Far West Research, Inc.
San Francisco, California 94124
Clifford Levy

The complete process of conducting a community survey, including how to tabulate results and report findings.

The Feedback Process

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20013

Concise, useful summary of the formal and informal ways to find out what people are thinking. Appendices contain sample surveys to determine membership opinions about organizations, schools, newsletters, etc.

The Bread Game

Gilde Publications
San Francisco, California 94124
Herb Allen

The realities of foundation fund raising.

Fund-Raising Dinner Guide

Ayer Press
Philadelphia, PA 19103

A completely detailed handbook for any group considering sponsoring a fund-raising dinner.

Grantsmanship Center News

Grantsmanship Center
1015 W. Olympic Boulevard
Los Angeles, CA 90052

Includes informative and useful articles on all aspects of the art of obtaining grants.

Developing Skills in Proposal Writing

Continuing Education Publications
P.O. Box 1491
Portland, Oregon 97204
Mary Hall

A comprehensive and detailed treatment of the many aspects of developing, writing, and submitting grant applications.

Fund Raising, From Bake Sales to Grants

Junior League of Washington
3039 M Street, N.W.
Washington, D.C. 20013

Concise listing of step-by-step procedures for all kinds of fund raising.

Handbook of Special Events

Association Press
New York, N. Y. 10007
Edwin R. Leibert and Bernice E. Sheldon

Comprehensive descriptions of all kinds of fund-raising and special events: fairs, theater benefits, fashion shows, balls, annual meetings, open houses, award dinners, kickoffs for annual and capital fund campaigns, house tours, etc. Includes sample invitations, reply cards, programs, letters, etc.

Publishing a Newsletter

National Education Association
Washington, D.C. 20013

Practical tips for the newsletter editor, including advice on content, writing, layout, printing, distribution, and financing. Appendix has a useful sample reader survey form and self-evaluation checklist. Other booklets in this series: Internal PR, Press, Radio, and TV Tips, A Primer on Publicity

A Guide for Fund Resource Development

National Student Volunteer Program
Washington, D.C. 20013

Ways to seek funding from the local community, the university, federal and state governments, and private foundations.

Publicity Handbook: A Guide for Publicity Chairmen

Sperry and Hutchinson Company
P.O. Box 935
Fort Worth, Texas 76131

"How-to's" for preparing a press release and working with the news media.

Making Meetings Work: A Guide for Leaders and Group Members

University Associates
7596 Eads Avenue
La Jolla, CA 92037
Leland P. Bradford

How to take the characteristics of members into account in planning more effective meetings. Contains useful tips for giving a large group meeting the quality of a small group meeting and a helpful appendix with evaluation forms for participants.

The Community Activist's Handbook

Beacon Press
25 Beacon Street
Boston, MA 02216
John Huenefeld

Describes how to organize a group for community change and enjoy it.

Effective Leadership in Voluntary Organizations

Association Press
New York, N.Y. 10007
Brian O'Connell

Gives an overview of the fundamentals of effective organizations: the role of the president, board members and staff, budgeting and money raising, and better communications and effective programs.

Taking Your Meetings Out of the Doldrums

Association of Professional Directors
40 W. Long Street
Columbus, Ohio 43216
Eva Schindler-Rainman and
Ronald Lippit

Offers step-by-step procedures to ensure a smooth and productive meeting.

Developing Leadership for Parent/Citizen Groups

National Committee for Citizens in Education
Suite 410
Wilde Lake Village Green
Columbia, MD 21044
Crystal Kuykendall

Discusses how to be an effective group leader.

Planning By Objectives

ACTION's National Student
Volunteer Program
Washington, D.C. 20013

Teaches the reader how to prepare a statement of group purpose and how to accomplish an agency's goals by designing and achieving long-term and short-term, measurable, results-oriented objectives. A clear, step-by-step explanation with practice work sheets.

Focus: Seven Steps to Community Involvement
in Educational Problem Solving

Pendell Publishing Company
Midland, Michigan 48640
Larry Winecoff and
Conrad Powell

A manual to help groups assess needs, establish priorities, set and accomplish objectives, and evaluate their accomplishments. Includes clear, step-by-step instructions and work sheets.

Adult Education Association Publications

Adult Education Association
810 18th Street, N.W.
Washington, D.C. 20013

A series of booklets with articles describing ways to improve a citizens group, on the following topics:

Better Boards and Committees

Conducting Workshops and Institutes

Conferences That Work

Getting and Keeping Members

How to Lead Discussions

How to Use Role Playing

Planning Better Programs

Streamlining Parliamentary Procedure

Understanding How Groups Work

PUBLICATIONS FOR VOLUNTEERS

Handbook for the Volunteer Tutor

International Reading Association
Newark, Delaware 19711
Sidney Rauch

This handbook is designed for reading tutors who will be working with children, adolescents, or adults. It suggests training programs for tutors, ways to diagnose reading difficulties, activities for teaching reading skills, ways of organizing a volunteer program and a listing of reading materials for the elementary, secondary and adult basic education levels.

The Puerto Rican Child in Boston -
A Manual for Volunteers

School Volunteers for Boston
16 Arlington Street
Boston, MA 02116
(617) 267-2626
Helen Rowntree

This book was written by a Boston school volunteer who worked with Spanish-speaking children and sensed the need to better understand the social and cultural background of the Puerto Rican student. She traveled to Puerto Rico to complete her research. The book covers such topics as the history and culture of Puerto Rico, the problems of the Puerto Rican community in Boston, service organizations available and the status of bilingual education in Massachusetts. The author also describes support programs that are available such as guidance, community coordination, resource centers and mental health programs. There are suggested references and an invitation to become an English language tutor.

School Volunteers:
What They Do and How They Do It

Citation Press
50 West 44th Street
New York, N. Y. 10036
Barbara Carter and Gloria Dapper

This handbook was written to assist school volunteers in planning, implementing and evaluating activities. It offers advice and ideas about good programs, and about resources and information. Suggests specific tutoring methods for reading, mathematics, science and English as a second language.

Two-Way Tutoring -
How to Improve Reading Skills

School Volunteers for Boston
16 Arlington Street
Boston, MA 02116
(617) 267-2626
Barbara Hoffman

Provides ideas for reading activities, and teaching methods and materials for school volunteers.

For more information, contact the Massachusetts Dissemination Project staff at one of the Regional Education Centers listed below:

Charles Radlo
Central Massachusetts Regional Center
Beaman Street, Route 140
West Boylston, MA 01583 (617) 835-6267

Paul Francis
Southeast Regional Center
Lakeville State Hospital
P.O. Box 29
Lakeville, MA 02346 (617) 947-3240

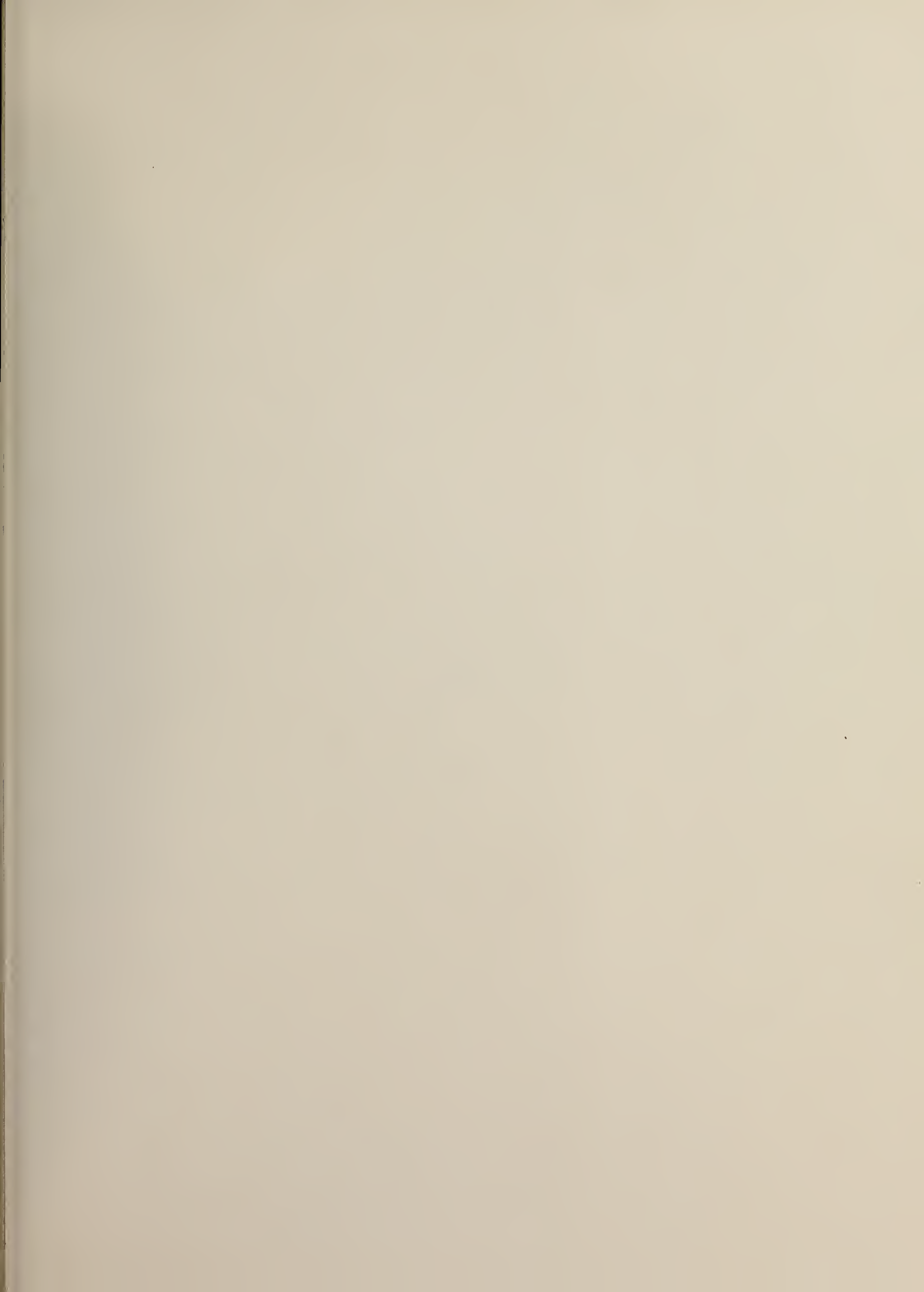
Don Geer
Pittsfield Regional Center
188 South Street
Pittsfield, MA 01201 (413) 499-0745

Maria Grasso
Northeast Regional Center
1551 Osgood Street
North Andover, MA 01845 (617) 687-3351

Athena Costopoulos
Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, MA 02140 (617) 547-7472

Carol Doss
Springfield Regional Center
155 Maple Street
Springfield, MA 01105 (413) 739-7271

NOTES





Resources For Schools...



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RESOURCES FOR SCHOOLS

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5. The Student's Guide to Special Education



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RESOURCES FOR SCHOOLS

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Resources for Schools is a series of publications developed by the Massachusetts Dissemination Project for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools,

- to provide educators, parents and students with specific information about resources and materials for school programs and services,

- to help educators, parents, and students find and use educational information and resources they need to improve school programs,

- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education, the regional education centers, and all client groups.

Massachusetts Dissemination Project staff work at the Department of Education's Boston office and in each of the six regional education centers. At each center, sub-committees composed of educators, parents, and students work with Department staff to design and implement ways of using information, resources, and materials more effectively. Ultimately, the regional centers will function as switchboards—sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series—as its name suggests—is one way the project is helping make these connections. *Please contact a member of the project staff for more information about the series, the project or the regional center nearest you.*



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INTRODUCTION

This handbook was written to give you, the student, important information about Chapter 766, the Massachusetts special education law. The students who wrote this feel that all people, especially students, should understand this law since it affects all of us, not just students in need of special educational services.



THE HISTORY OF CHAPTER 766

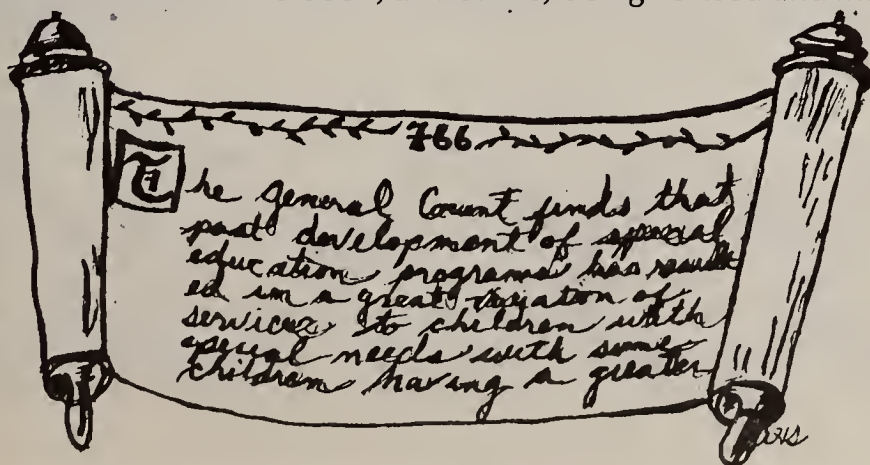
Chapter 766 is a Massachusetts state law that applies to all people ages three to twenty-two who have not graduated from high school. It says that if students have special needs they should be given any help they need to allow them to stay in a regular school program as much as possible. A special need, to put it as simply as possible, is any problem a student might have that would make it very hard or impossible for him or her to get a good education in a regular school setting. The law does not say that students have to be in a regular program if a separate program would be better.

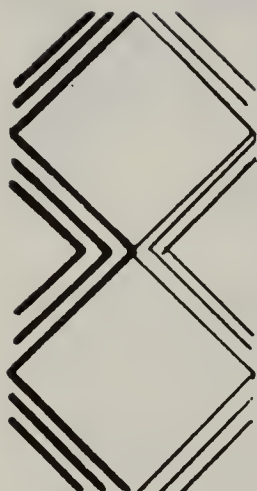
The main idea behind Chapter 766 is that all people aged three to twenty-two are entitled to a good education at public expense and no one should be denied this education because he or she has a special need.

For a long time, students with special needs were either sent to separate schools or classes or often were kept in the regular program with no extra help. Sometimes they received no formal education at all. Then, in the early 1960's, more money started being spent on helping students who had special needs. People continued to put these students into separate classes and schools because most people thought it was best for them.

Around 1968 some studies suggested that separate classes for students with special needs were often no better than regular classes, and even when separate classes were good, it was not right to force some people to be separated from everyone else.

Parents, with the support of teachers and legislators, put these ideas into a law which became **Chapter 766 of the Acts of 1972**. The law went into effect in 1974. It has been, and still is, being revised and improved.





THE CORE PROCESS



Introduction

The **core process** is the name for a carefully planned way to find out if a student needs special educational services. It involves the student, his or her parents, teachers and other people in the school and community. These people make up the core evaluation team (C.E.T.).

If the team decides that a student does not need special educational services, the student will stay in a regular program. If the team decides that a student does need special services, they will write an educational plan for the student to meet his or her special needs. Often, students and teachers will be given the extra help needed to allow a student with special needs to remain in a regular school program.

An important part of the law is that before the core process starts, the school should do whatever it can to meet everyone's needs in a regular school program. The idea is not just to change the student to fit the school; it is also to change the school to fit the needs of the people the school is made for: students.

The way we have presented the core process is the ideal—the way it is supposed to be. A school might provide good special educational services without following this model exactly. However, the school should still have a very carefully planned program in which students and parents can be involved.



Referral

If someone thinks you might need special help at school, he or she can refer you for a core evaluation. The referral is made to the special education director of the town where your parents live (or where you live if you are 18 years of age or older). The people who can refer you are:

- your parents or guardians
- one of your teachers or other school officials
- a social worker, judicial officer, or your family doctor.

If **you** think you might want special help at school, ask any one of the above people to refer you for a core evaluation. If you are 18 years of age or older, you can refer yourself to the special education director.



Notification

Within five days after a special needs referral, a written notice will be sent to your parents. If your parents do not speak English, the notice has to be written in the language they speak. If they do speak English, it should be written in plain English—in a way that is easy to understand. although a student under 18 does not receive a copy of this notice, your parents can share this information with you. The notice will tell you that a referral for a core evaluation has been made, who made it and why. It also explains the core process to you and informs you of your rights.

Understanding these rights is important. They will give you and your parents an idea of your part in the core process. Your rights are:

1. **If you are 14 years of age or older, you have the right to attend all meetings to help you write your own educational plan. If you are under 14 and still want to attend, you must get permission from you core evaluation team chairperson.** Your parents also have the right to attend all meetings concerning the writing of your educational plan.

2. Your parents have the right to choose two people to attend all the meetings with them. They can be advocates, professionals, your parents' friends, your friends or anyone else who you think could be helpful.

3. Your core evaluation must take place within 30 school days after the notification letter is received.

4. Your parents have the right to request a meeting before the core evaluation. This meeting is described in the next section.



Meeting Before The Core Evaluation

When you and your parents receive the notification that you have been referred for a core evaluation, you will probably have questions about what a core evaluation means, why you have been referred for one and exactly how it will affect you. Your parents then have the right to request a meeting with one of the people who will be on your core evaluation team. This is the time to have your questions answered. If you are 14 years of age or older you have the right to be involved in this meeting.

Some of your teachers will be involved in your core evaluation. During this meeting you can suggest the names of teachers that you would like to be involved in the core process. This meeting is also a good time to explain what you need from your education. Another important purpose of this meeting is for you to find out what your part will be in the core process.



The Core Evaluation

Understanding the core evaluation process is very important. The core evaluation team will study your abilities, as well as your needs, to see how they affect the way you learn in school. After the core evaluation, an educational plan will be written to meet your individual needs **if the team decides that you need special help**. The plan lets you and your teachers know what your school expects you to get done.

There are five parts to a **Full Core Evaluation**:

1. **EDUCATIONAL HISTORY**—Someone from your school will tell the core evaluation team about the different types of programs or special services you might have had so far.
2. **MEDICAL EXAMINATION**—You will be given a physical examination by your school doctor. If you or your parents prefer to use your family doctor, talk to the core evaluation team chairperson. If you have had a medical examination within the past six months, you do not have to have another unless your parents think it is important.
3. **SCHOOL PERFORMANCE**—Your teachers will talk to the core evaluation team, or fill out forms on how you are doing in different subjects. If you are 14 years of age or older you have the right to see anything the teachers have written about you.
4. **PSYCHOLOGICAL EVALUATION**—A psychologist will observe and test you in several areas. This is to find out how you learn best, **not** to “have your head examined”. It is also a good thing to remember that the people who give the tests know the tests are not perfect. They realize that the test should be just a small part of a whole evaluation.

5. **FAMILY HISTORY**—A nurse, social worker, or school counselor will meet with your parents. This can be in your home if your parents give written permission. The person meeting with your parents will ask about how you get along with others at home or in the neighborhood, and what you were like growing up. Anything they ask has to have something to do with planning an educational program for you.

If your core evaluation team decides that you need to be evaluated in all five of these areas, you will be given a **full core evaluation**. If the team decides that you only need to be evaluated in some, but not all, of these five areas, you will be given an **intermediate evaluation**. This is because not everyone needs, or should have to go through, a full core evaluation. However, your parents can always insist on a full core evaluation.

It is also important to remember that just because you have an evaluation does not mean the core evaluation team has to find that you need special educational services. They might find that some change is needed in the classroom setting or in the teaching style of one or more of your teachers.

The Educational Plan

The core evaluation team gathers information during your core evaluation that is used to write your educational plan. This plan explains how the school is going to give you an education that meets your individual needs.

The educational plan should contain information about your learning style. It should talk about what you are good at and how you learn best. It should also state whether or not you will spend any time out of the regular classroom and why. It should be very clear about what you are going to get out of your education.

The plan should describe any special services you will be receiving. It should also tell you who is going to give you any extra help that you might need. For example, the plan cannot just say that you should go to a resource room. It has to explain exactly why the resource room can help you and why the regular classroom cannot give you what you need.

The one question that you should always ask about your educational plan is, "How is this going to help me?"

Meeting After The Core Evaluation

Within ten days after the completion of your core evaluation you and your parents will receive either a copy of your educational plan or a notice telling you that you do not need special educational services. If you do receive an educational plan it is important to look it over carefully to make sure that you understand every part of it. If you have any questions about this plan they must be answered. Your parents have the right to request another meeting with a member of the core evaluation team to discuss the plan and answer your questions. Remember: this program is going to affect your whole education, so it is very important for you to understand every part of it.





Parental Decision: Appeals

Once you and your parents have gone over your copy of the educational plan or the notice telling you that you do not need special services, you and your parents must decide if you want to accept or reject this decision.

If you decide to reject the core evaluation team's decision, you can go through an appeals process. During the thirty days after you reject the decision, you and your parents have the right to meet informally with the school. A representative of the Bureau of Special Education Appeals from the Massachusetts Department of Education will also go with you to this meeting to help you understand this process better. This meeting is your chance to discuss your educational plan or the decision that you do not need special services and try to work out the differences that caused you to reject it. This process is called "mediation".

If an agreement cannot be reached through mediation, the next step is a hearing. This is a formal meeting between parents, the school department, and a hearing officer who will run the meetings. The person from the appeals office can explain to you how the hearings work and what your rights are. Cases can be appealed as high as the state Supreme Court, but it is usually best to try to work things out during the thirty day mediation period.

During the appeals process you can stay in the program you have been in, unless your parents and the school both agree that another program would be better.

If you feel the educational plan offered you does not meet with your learning needs, or if the core evaluation team decided that you do not need special services, but you think you do, the appeals process is very important. Take advantage of the support given to you by the Bureau of Special Education Appeals and work with the school towards an acceptable program.

Receiving Your Special Services

After you and your parents approve your educational plan, you should be placed in your new program **as soon as possible**. This is the most important stage in the core process because this is where you actually begin to get the education you need—which is the whole purpose of Chapter 766.

Once you are in your program, make sure you are getting the same program you and your parents approved. If you are not getting the right services, the educational plan review described in the next section will help you.

Educational Plan Review

Within three months of your placement in a special program, your progress will be described in a quarterly report. This is done by a person on your core evaluation team.

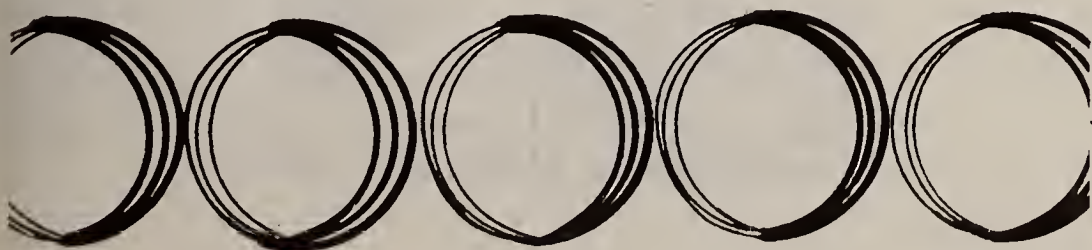
Every ten months your teachers and your core evaluation team will discuss your progress in detail to decide:

1. Whether you are getting what you should from your educational plan.
2. Whether you are ready to move on to another program, and
3. Whether your educational plan should be changed to suit your needs better.

If the core evaluation team decides that changes need to be made, they will revise your educational plan. They may decide that some tests need to be redone or new ones added.

The important thing to remember is that if you are 14 years of age or older, you have the right to participate in this process.

If you are not receiving the educational plan you and your parents approved or if you are not satisfied with the services you are receiving, be sure to request a review from the person in charge of your core evaluation immediately.



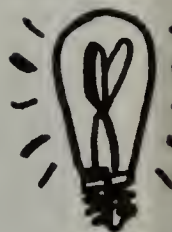


HI. I DON'T LIKE
SCHOOL VERY
MUCH BECAUSE...

I HAVE TROUBLE
READING AND I
HATE MATH.



SO, I SKIP
CLASSES A LOT!



MY TEACHER
THINKS I NEED
SOME EXTRA
HELP.



THEY WANT TO HAVE
A CORE EVALUATION.

30
DAYS

DURING THE 30 DAYS AFTER
THE NOTIFICATION LETTER
WAS SENT, THE SCHOOL,
MY PARENTS AND I GO
THROUGH THE CORE
EVALUATION PROCESS.

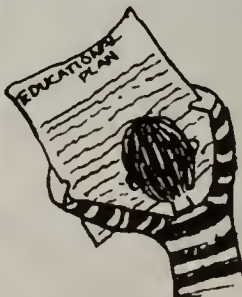
MI



CORE EVALUATION



THEN MY PARENTS
AND I HAVE MEETINGS
WITH MY TEACHERS
AND GUIDANCE
COUNSELORS.



AT THE END OF THE 30
DAYS WE HAVE DEVELOPED
A PLAN FOR MY EDUCATION.



WE HAVE A LOT
OF QUESTIONS THAT
WE'RE NOT TALKING
ANY CHANCES!

REFERRAL

CONFERENCE
THE PRINCIPAL.
DECIDE TO REFER
FOR A CORE
EVALUATION.



5 DAYS

FIVE WORKING DAYS
AFTER THE CONFERENCE
MY PARENTS AND I GET
A LETTER IN THE MAIL.

NOTIFICATION OF REFERRAL



THE LETTER SAYS THAT
THE SCHOOL WANTS
TO FIND OUT HOW
I CAN LEARN BEST.

BEFORE CORE EVALUATION



DURING
THE FIRST PART
OF THE 30 DAYS MY
PARENTS AND I MEET
WITH THE PRINCIPAL. WE
DISCUSS WHAT A CORE
EVALUATION IS AND HOW
IT MIGHT HELP ME.

30 DAYS

VE 30 DAYS
SCUSS ANY
EMS WITH
PLAN.

15 DAYS

MY PARENTS HAVE
15 DAYS TO ACCEPT
OR REJECT MY
PLAN. THEY LIKE IT



AS SOON AS
POSSIBLE MY
NEW EDUCATIONAL
PROGRAM WILL
START.

FINISH

STUDENTS' RIGHTS

Now that you are aware of the core process and how it will affect you, it is important for you to know and understand your rights. There are also rights of parents and students 18 years of age or older, but they are not stressed in this section.



STAND UP FOR YOUR RIGHTS.

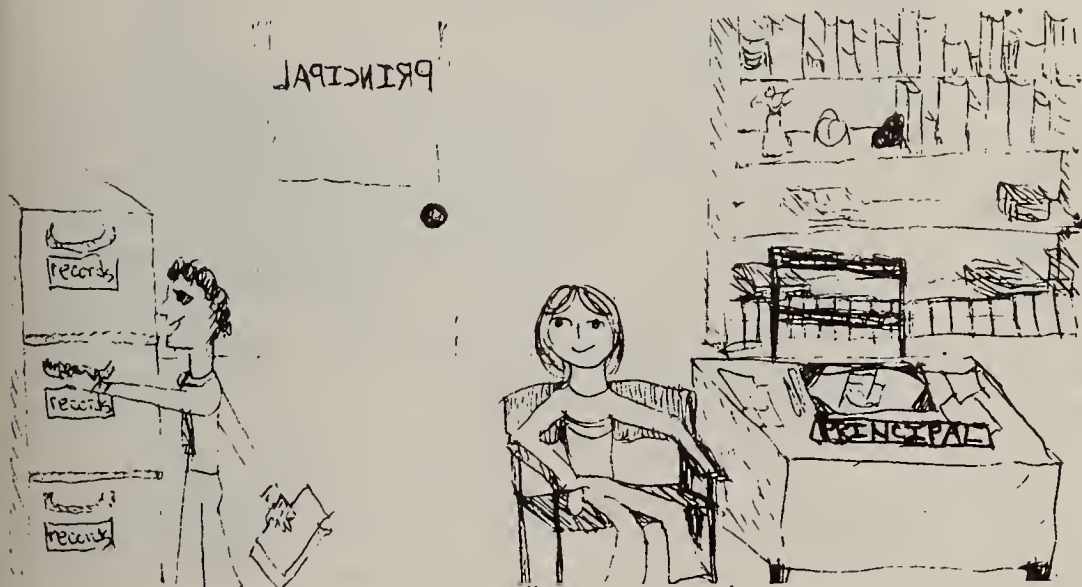
The numbers in parentheses refer to the paragraph numbers of the Chapter 766 regulations.

All of the parents' right mentioned in this section become your rights once you become 18 years of age.

1. If you are 14 years of age or older, you have the right to be present at your core evaluation meetings and to help write your own educational plan. (311.12)
2. The language used at your core meetings should be the language used at your home. (207.0)
3. When attending meetings during the core process your parents may bring two people with them. These may be their friends, your friends, advocates, or anyone who could be helpful. (207.0)
4. During the core evaluation process you may stay in the classes you are already in, unless your parents or the special education director thinks that this is not in your best interest. The regional office of the Department of Education has to approve your placement in a special program. (326.1)
5. If your parents give written permission, the school can make a home visit to get information about your home life. The questions that are asked should be important to your education, otherwise the school should not be asking them. (320.5)
6. After the core evaluation there is a meeting where you and your parents decide to accept or reject the educational plan. (324.1) You should be given a copy of your educational plan. If your parents decide to accept it, you should begin your program as soon as possible. (325.2) If you and your parents decide to reject the plan you may appeal it to the Bureau of Special Education Appeals. (401.1)

7. If the core evaluation team finds that you are not in need of special services, this decision can also be accepted or rejected. If you decide to reject it, you must go through the appeals process (401.1)

8. If you are 14 years of age or older, or in the ninth grade, you have the right to see all the information in your school file about your education. In fact, you have the right to see anything the school keeps on file about you. (student records regulations)



9. The only people who are allowed to look at your school records without you or your parents permission are, school officials, teachers who need the information to work with you, and certain state Department of Education people. Anyone else must have written permission from your parents or from you, if you are 14 years of age or older or in the ninth grade. (student records regulations)

10. If you are absent due to illness for fourteen school days or more, your school has to provide a home tutoring program without a core evaluation. If you are going to be absent for more than sixty days you can have a core evaluation. (315.4)

11. If you are pregnant or have a child, you can not be kept out of school unless your family doctor feels it is necessary. Then the school has to offer you a home-school program without requiring you to have a core evaluation. (502.7)

12. If you are 18 years of age or older and you are referred, you cannot be given a core evaluation against your will.



CONCLUSION

Often, when things are not going smoothly, people tend to blame all their problems on one thing. This seems to happen in schools with Chapter 766. Everything becomes the fault of Chapter 766. People say things like: "We had good programs before 766," or "Chapter 766 gets in the way," or, "Chapter 766 is taking money away from regular programs." All these statements have some truth to them. However, it is also true that before Chapter 766 was created, there were some schools, especially high schools, with no programs for students with special needs. If you did not fit into the high school "mold," you either dropped out or were sent off to a special school or class.

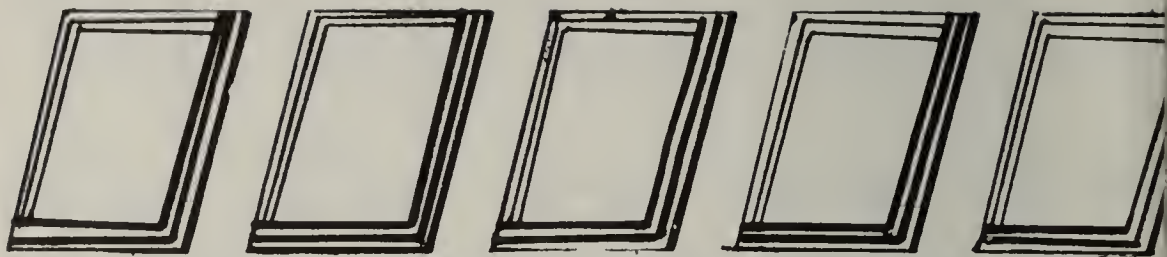
We have talked to a lot of students who feel good about the Chapter 766 process. They felt that they got a lot of help from it. There were students we talked to who did not like it. They said it made things too complicated or it promised a lot but really did not help.

Another complaint is that Chapter 766 labels students. In spite of the fact that the law was designed to get rid of labeling, it still happens. But the law does not label, people do. Because of this, some students might feel uncomfortable about going through the core process. But by understanding the law and sharing your knowledge with others, you can explain that having changes in regular programs or in the kinds of special help available is not unusual. In fact, it is just a part of treating all students as individuals.

Chapter 766 is not perfect. It is not the final answer. But if you understand it, Chapter 766 can help you and your fellow students.







GLOSSARY

Words You Should Know

Administrator of Special Education—A person in charge of all special education programs and services in your school system (sometimes called a “Sped director”).

Advocate—A person who helps you protect your rights. The resource section of this handbook can tell you where you can get an advocate.

Assessment—A test or observation which describes your ability in a specific area.

Core Evaluation—A group of tests and assessments which determine the ways you learn best. The core evaluation team uses this information to write your individual educational plan.

Core Evaluation Team—The group of people who, with you and your parents, find out if you have special needs, and develop your educational plan. This group is called a **C.E.T.**



Core Evaluation Team Chairperson—One member of the core evaluation team who runs the meetings. He or she is responsible for filling out forms and getting materials for your core evaluation.

Educational Plan—The plan prepared by the core evaluation team which describes your special needs and tells what educational program and services you will receive. This is often called an **I.E.P.** or individualized educational plan.

Hearing Officer—A representative from the Bureau of Special Education.

Judicial Officer—A judge, probation officer, or clerk of the courts.

Mainstreaming—Integrating students who have special needs into regular school programs.

Mediation—An informal meeting between parents and the core evaluation team to work out any differences which caused your parents to reject the educational plan or the finding that you do not need special educational services.

Prototype—Category for the amount of time a student in need of special services is out of the regular classroom.

Psychological Study—A test given by a psychologist to find out about your personality and the way you learn.



Referral—A request for you to have a core evaluation. This begins your core evaluation process.

Resource Room—A room in your school with educational material that all teachers can use to help their students. Students can also go there to get tutoring or extra help in school.

Student Records Regulations—Laws about how a student's school record should be kept, who can see them, and how they can be used. The resource section can tell you how to get information concerning student records regulations.

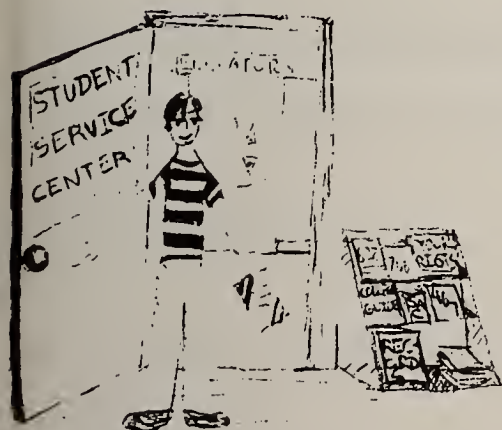
Special Classes—A class where you receive extra services and help that you cannot get in a regular class.

Specialist—A person specially trained in any profession.



RESOURCES

Where To Get More Information



MASSACHUSETTS DEPARTMENT OF EDUCATION

Central Office:
Division of Special Education
31 St. James Ave.
Boston, MA 02116
727-5770 727-5876

Bureau of Special Education Appeals
Division of Special Education
31 St. James Ave.
Boston, MA 02116
727-8534

Student Service Center
31 St. James Ave.
Boston, MA 02116
727-7040

MASSACHUSETTS REGIONAL EDUCATION CENTERS

Greater Boston Regional Education Center
54 Rindge Ave. Extension
Cambridge, MA 02140
547-7472

Central Massachusetts Regional Education Center
Beaman St., Route 140
West Boylston, MA 01583
(617) 835-6267

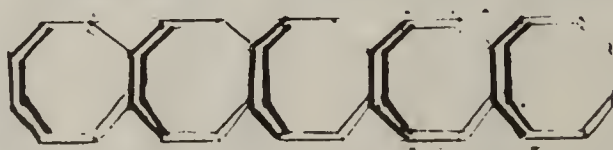
Northeast Regional Education Center
1551 Osgood St.
North Andover, MA 01845
(617) 687-3351

Pittsfield Regional Education Center
188 South St.
Pittsfield MA 01201
(413) 499-0745

Southeast Regional Education Center
P.O.Box 29
Middleboro, MA 02346
(617) 947-3240

Springfield Regional Education Center
155 Maple St.
Springfield, MA 01105
(413) 734-2167

There is a Student Service Center located within each of the regional centers (except in Pittsfield). This is a student-run information center offering educational materials to students and parents.



STUDENT ADVOCACY

Massachusetts Advocacy Center
2 Park Square, 7th floor
Boston, MA 02116
357-8431

Office for Children
120 Boylston St. room 246
Boston, MA 02116
727-8900

SPECIAL EDUCATION ORGANIZATIONS

Federation for Children with Special Needs
Suite 338
120 Boylston St.
Boston, MA 02116
482-2915

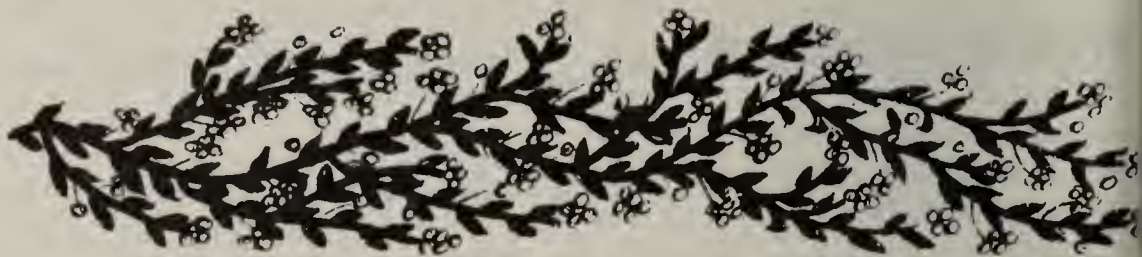
Massachusetts Association for Children with Learning Disabilities
Box 908
1296 Worcester Rd.
Framingham, MA 01701
873-9764

Massachusetts Association for Retarded Citizens
381 Elliot St.
Newton Upper Falls, MA 02164
965-5320

STUDENT RECORDS REGULATIONS

Information concerning the student records regulations can be obtained at any of the Student Service Centers located in each of the regional education centers.





ACKNOWLEDGEMENTS

We would like to give special thanks to David O'Connor, whose skills were very helpful in writing, editing and answering our questions about Chapter 766.

Thank you to John Williams and the Project Core staff for funding this handbook and being there whenever we needed you.

Thanks to Maxine Minkoff and Joan Schuman of the Bureau of Student Services at the Department of Education for their continued enthusiastic support of our project.

Thank you to Joanne Myer of Project CosDu at the Greater Boston Regional Education Center, to the Bureau of Student Services and to the students on the Student Advisory Council for helping us get started by sponsoring a conference on Chapter 766 for students. Also, thank you to Larry Hardison of the Division of Special Education at the Greater Boston Regional Education Center for funding our training workshops.

Thank you to our friends in the Division of Special Education for offering their encouragement and overall support.

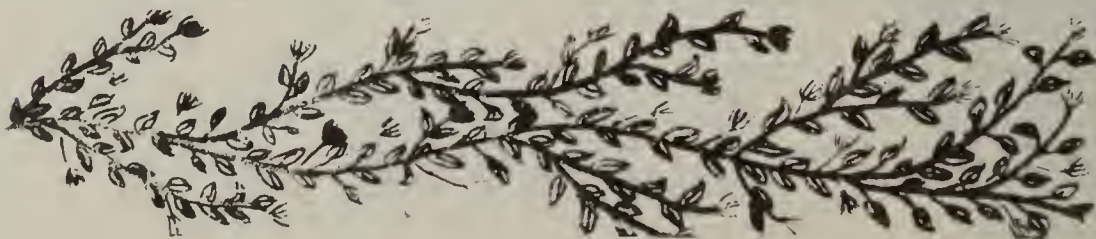
Thanks to the people at Centerpoint, Danvers State Hospital, Middlesex County House of Corrections, Creative Learning Lab, Munson State Hospital and the Judge John J. Connolly Youth Center for taking the time to share their experiences and thoughts with us.

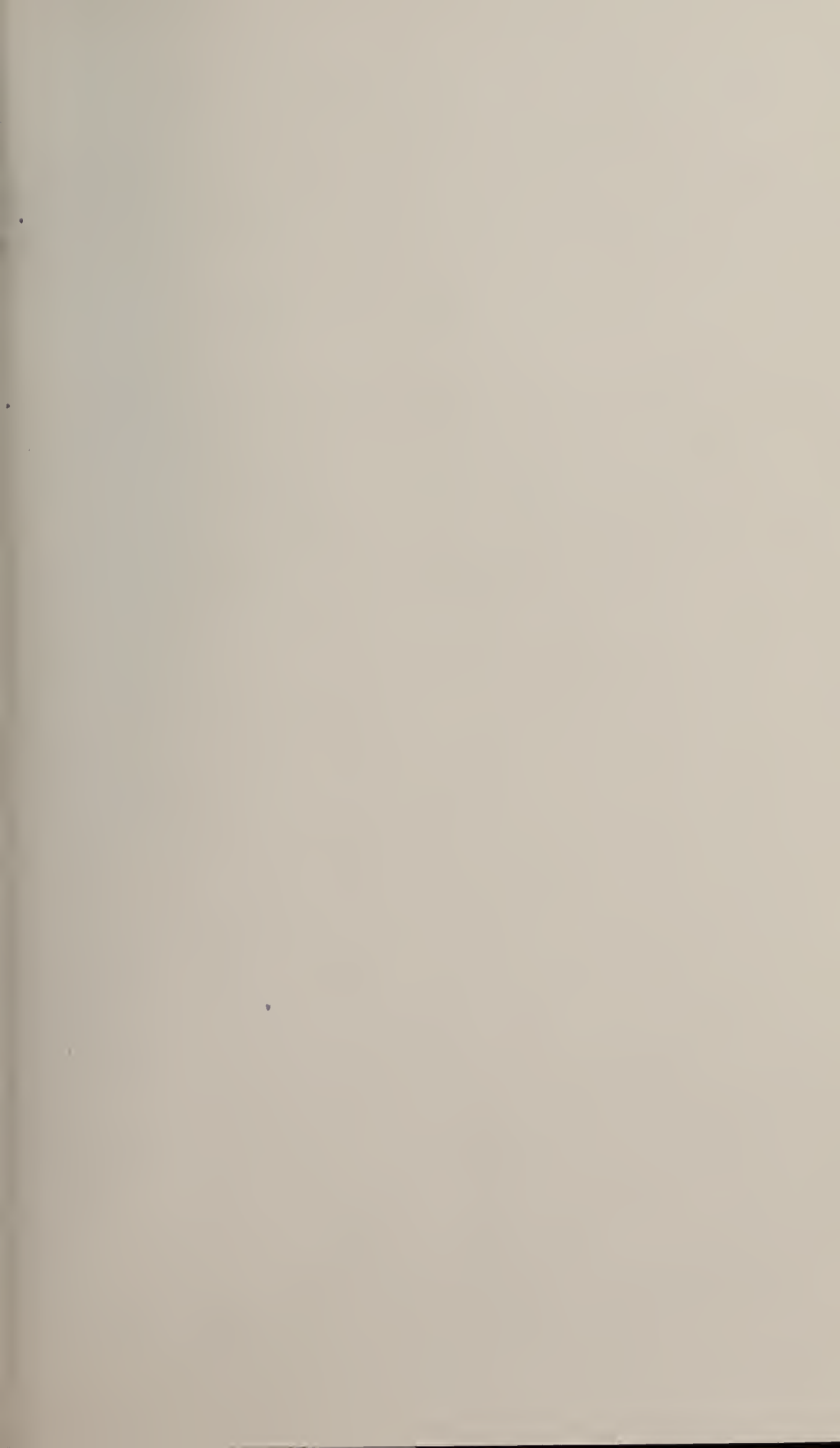
Special thanks to all the students who attended the Chapter 766 conference for students on May 5th, 1977 for inspiring us to write this handbook.

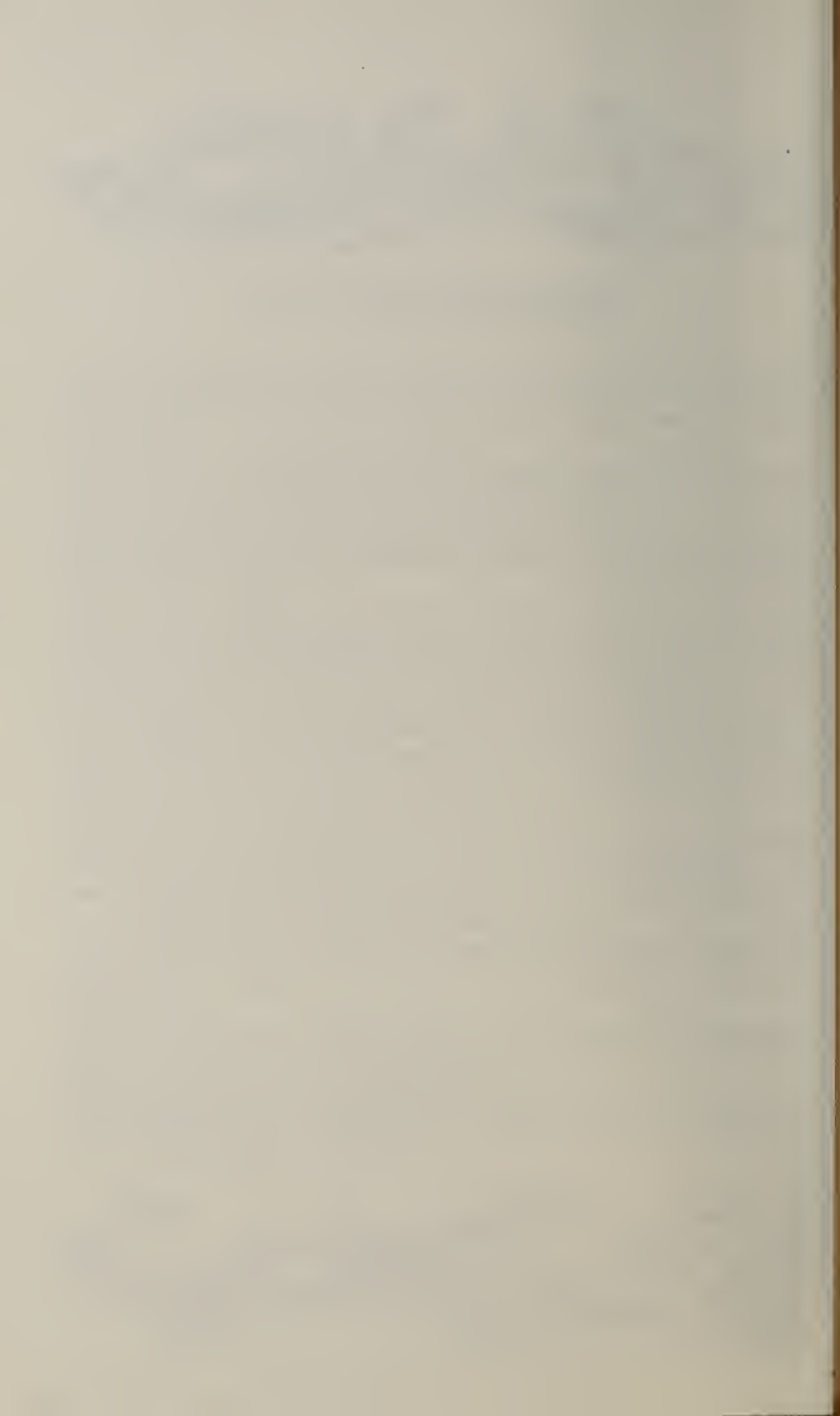
Also, thanks to the students working on the Chapter 766 regulations revisions committee for their suggestions.

Thanks to Randy Winters for being so patient.

A final thank you to everyone who read our preliminary draft and offered their valuable suggestions.









Resources For Schools...



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Boston, Massachusetts 02116

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RESOURCES FOR SCHOOLS

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IMPLEMENTING CHAPTER 622:

6.

EXEMPLARY PROGRAMS FOR ALLEVIATING

RACISM AND SEXISM IN MASSACHUSETTS SCHOOLS



MASSACHUSETTS
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RESOURCES FOR SCHOOLS

#6 IMPLEMENTING CHAPTER 622: EXEMPLARY PROGRAMS FOR ALLEVIATING RACISM AND SEXISM IN MASSACHUSETTS SCHOOLS

BY

ANN STUTZ VAN WINKLE

MASSACHUSETTS DISSEMINATION PROJECT STAFF

CECILIA M. DiBELLA, DIRECTOR AND EDITOR

ELIZABETH J. MAILLETT

BAYLA S. NOCHUMSON

RUTH SANTER

Chapter 622 of the Acts of 1971:

"No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin".

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PREFACE

Resources for Schools is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools,
- to provide educators, parents and students with specific information about resources and materials for school programs and services,
- to assist regional education centers and the Department to increase and improve information and dissemination services to educators, parents, and students in the state,
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department's Boston office. In addition, each regional center has designated a staff member who maintains continuous contact and involvement with project activities across the state, and is responsible for working with center staff to improve information and dissemination services in the center. Ultimately, the regional centers will function as switchboards -- sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series -- as its name suggests -- is one way the project is helping to make these connections. *Please contact a member of the project staff (names and addresses are on the inside back cover) for more information about the series, the project or the regional center nearest you.*

Resources for Schools: presently available

1. A Catalog of Publications from the Massachusetts Department of Education.
 2. Video Tapes for Teaching.
 3. A Guide to Dissemination Agencies.
 4. Community Involvement in Your School: A Guide to People, Programs and Publications.
 5. The Student's Guide to Special Education.
- Educational Organizations in Massachusetts: Calendar of Publications and Conferences.

Resources for Schools: topics to look for in the future

- . Competency Based Education.
- . Special Education Teacher Training Resources.
- . Student Rights and Responsibilities.
- . Examining Massachusetts Student Assessment Data: Resources and Curriculum.

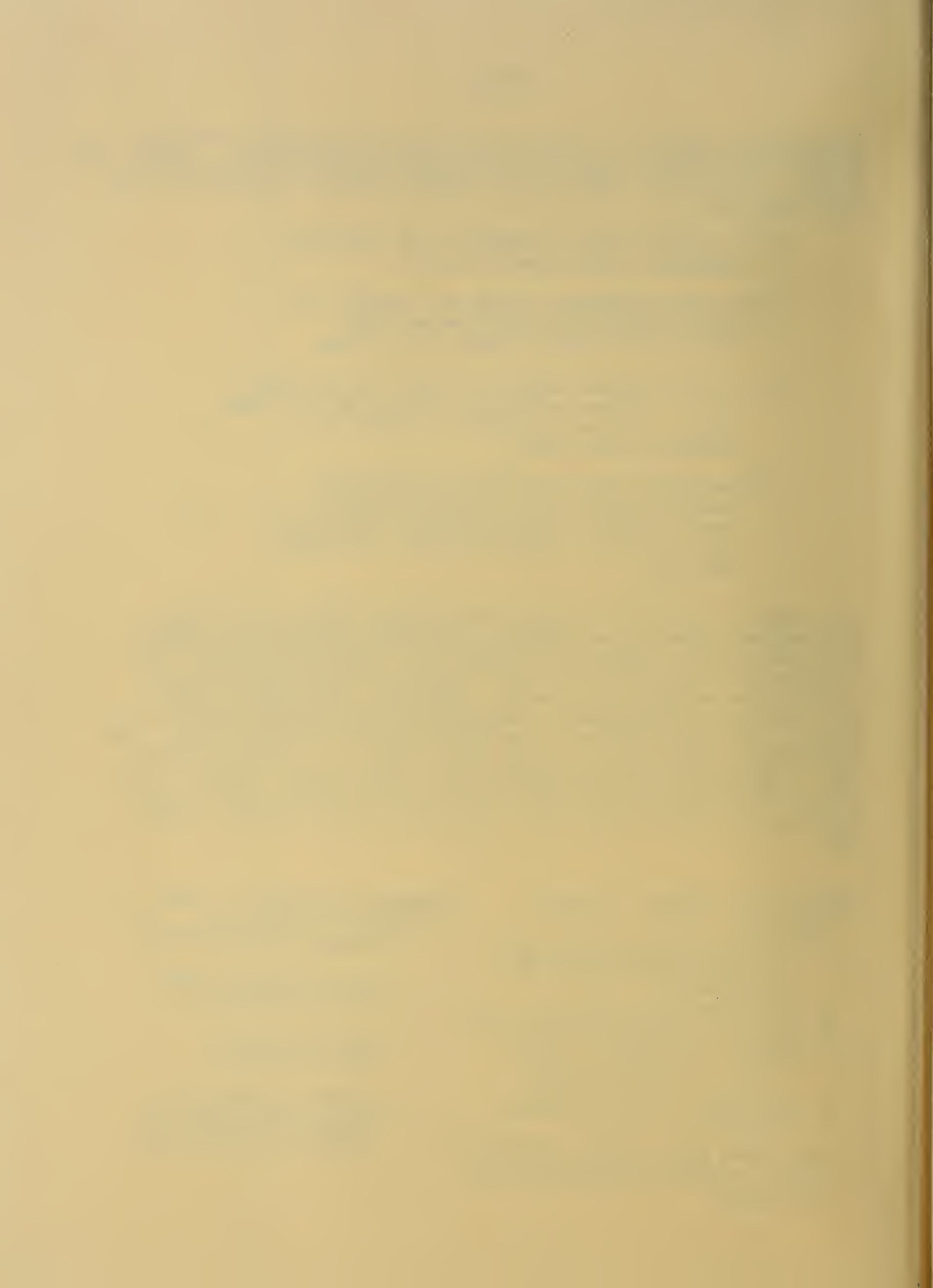


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A checklist to insure equal opportunity in physical education and athletics for male and female students.
- E.N.D. STUDENT QUESTIONNAIRE 11
(End Needless Discrimination)
Barre, MA
A questionnaire for student (grades 7- 12) reaction to Ch. 622 implementation efforts in curriculum.
- IRISH LITERATURE AND RELATED ARTS 16
Boston, MA
A complete curriculum guide in Irish studies for grades 11 and 12.
- "JUST BEING MYSELF" 13
Joseph P. Keefe Regional Vocational Technical High School
Framingham, MA
A video tape of a panel discussion of four high school girls who are enrolled in non-traditional vocational programs. The girls discuss their experiences and feelings about their chosen fields.
- "NEW DIRECTIONS" 17
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Bureau of Student Services	
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An in-service training program on the use of a full year curriculum on women's experience in America for teachers of U.S. history.

HUMAN RIGHTS PROGRAM 35

Wayland, MA

A system-wide program to improve human rights in the public schools.

WOMEN AND MEN 38

Marlborough, MA

A staff development/program development project for teachers, students and administrators that focuses on the reduction of racial, ethnic and sex-role stereotyping at the high school level.

I N T R O D U C T I O N

In 1971, the Massachusetts Legislature enacted Chapter 622 of the Acts of 1971. This law prohibits discrimination "in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin."¹ In March, 1974, the state Board of Education issued advisory recommendations for the implementation of Chapter 622 of the Acts of 1971. Four years after the initial passage of Chapter 622, the state Board of Education adopted the regulations for Chapter 622 at its June 24, 1975 meeting. These regulations cover areas such as: school admissions, courses of study, guidance, curricula, extracurricular activities, facilities, compliance procedures, and private right of enforcement. Technical assistance for implementing the Chapter 622 regulations is available to school districts and to citizens from the Department of Education's Bureau of Equal Educational Opportunity.

Title IX of the Education Amendments of 1972 provides further protection against sex and race discrimination by insuring that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."² All Massachusetts public schools must comply with both Title IX and Chapter 622 to promote equal educational opportunity.

¹Massachusetts General Laws, Chapter 76, Section 5. (1975)

²U.S. Department of Health, Education and Welfare, Title IX Regulations, 1975.

The Massachusetts Department of Education has published several booklets which provide information about implementing Chapter 622 and Title IX and disseminate promising programs and practices focusing on alleviating sexism and racism in public education. These publications, available through the Department, include:

- Title IX and Chapter 622. Compliance Guidelines for Public Schools
- 622 Regulations
- Kaleidoscope 13: What To Do About 622
- Chapter 622 Questions and Answers
- A Guide for the Evaluation of Instructional Materials Under Chapter 622
- O Capitulo 622 E Os Jovens Portugueses
- Capitulo 622 Y Usted
- Chapter 622: A Guide for Administrators
- Multi-ethnic and Sex-fair Resource Materials
- Equal Opportunity in Physical Education and Athletics

While these booklets have proven extremely informative and useful, the burden of supplying verbal or written materials produced by these innovative programs has fallen to the developer of the original project. As all practitioners and administrators recognize, this burden is often time consuming and financially prohibitive -- a barrier to the effective dissemination or sharing of exemplary programs and practices.

Resources for Schools #6 Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Schools, approaches this problem in a new way. While still providing specific information about each new project or program in an abstract, this publication also provides the reader with a vehicle for obtaining further information and actual products from any project. This approach eliminates the need to contact school personnel for written information.

Projects submitted for the publication were subject to a rigorous review process. A review panel consisting of teachers, administrators, and Department of Education staff who work directly with issues and programs related to race and sex discrimination, reviewed each project in depth. Criteria for selection included three major categories: 1) evidence of success, 2) evidence of economic efficiency and 3) evidence of exportability. Each project was reviewed by at least three panel members to insure a maximum of quality control.

Many of the developers of the projects appearing in this publication have made available the products and materials produced by their projects. In some cases these products consist of resource lists of books, films, slides or videotapes. In most cases, however, the products available contain detailed curricula, topical outlines, suggested speakers for in-service training workshops, or sample teacher or student questionnaires. All of the materials submitted are available on microfiche.

Each project in this publication has a catalog number located in the upper right hand corner of the page (MDP--). This number refers to a microfiche file at the Merrimack Education Center that contains all project materials and information supplied by the project directors. Although every project abstract includes an outline of the program and project materials or information about the availability of materials, the microfiche file enables anyone to obtain materials at minimal cost and inconvenience to the interested school and to the project developers. This arrangement promotes the dissemination of exemplary programs and practices and allows a school district to tailor the original project according to its specific needs and interests.

The ordering procedure for obtaining the materials on microfiche is:

1. Call the Merrimack Education Center (MEC) at (617) 256-3985, and ask to speak with the Information Center.

2. Request the MDP catalog number of the project you wish, and specify your choice of the following methods of reproduction:

(a) Microfiche (regardless of the number of microfiche pages) * \$1.25/title

(b) Xerox from the original copy .20/page

(c) Microfiche reader printout .25/page

3. Cost is computed according to your choice of reproduction methods. Materials will be sent upon MEC's receipt of your check, money order, or purchase order.

There are many individuals without whose encouragement and assistance this publication would not have been possible. Special thanks go to Maria Grasso, Title IV-C Program Officer, Northeast Regional Education Center; Natalie Miller, Chapter 622 Project Coordinator, Northeast Regional Education Center; Kathleen Atkinson, Project SCEE Director, Bureau of Student Services; Marlene Godfrey, Chapter 622 Project Director, Bureau of Equal Educational Opportunity; and Lurline Munoz-Bennet, Bureau of Equal Educational Opportunity.

* A microfiche reader is necessary when choosing this method. Microfiche readers are available at most regional-vocational and technical high schools, at school media centers, at every regional education center of the Massachusetts Department of Education, and at most college and university and public libraries.

Ann Stutz Van Winkle

Summer 1978

Part I

Curriculum Projects

AFFIRMATIVE ACTION PLAN FOR PHYSICAL
EDUCATION AND ATHLETICS

Lexington, MA

*A checklist to insure equal opportunity in physical
education and athletics for male and female students.*

This plan was developed to provide continuous review of all physical education and interscholastic activities and practices that may affect equal opportunity in athletics. The school committee appointed a review committee consisting of citizens, administrators, parents and students representing a variety of interests and philosophies in physical education and athletics. The review committee was mandated to conduct research on current laws and practices on physical education and athletics and to report findings and recommendations in the following areas:

- . Departmental objectives and philosophy
- . Instructional resources and opportunities
- . Fitness programs
- . Intramural and Recreational Programs
- . Facilities and equipment
- . Recruitment of athletes by schools and colleges
- . Media Programs
- . Single sex teams; co-educational teams
- . Funding of Programs
- . Employees

Materials provided consist of a two page outline of this affirmative action model.

TARGET AUDIENCE: all grades

FINANCIAL REQUIREMENTS: not applicable

TIME REQUIREMENTS: may vary depending on the depth of research and recommendations of the review committee

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: Ralph V. Lord, Jr.
Lexington Public Schools
251 Waltham Street
Lexington, MA 02173
(617) 862-7500

BASIC BLACK

Newton, MA

A black studies curriculum for the elementary grades.

The Basic Black curriculum was produced during a summer workshop by the Black studies curriculum specialist of the Newton Public Schools. The materials in the units are intended to provide elementary children with: an understanding of the history and culture of Afro-Americans; an awareness of the relationship of Afro-Americans to other black people; and an understanding of Afro-Americans in the United States.

The curriculum is divided into three sections for three different grade levels. This division is intended to be accumulative so that each unit provides a bridge and a framework for the next section. Each unit is autonomous and can easily be used with children who have had no previous experience in the subject.

The Basic Black curriculum includes the following three units:

- I. The Family and The Naming Tradition - Unit 1, grades K-1-2.
- II. African and Afro-American Folklore and Culture - Unit 2, grades 3-4.
- III. The Migration and Cultural Geography of Afro-Americans - Unit 3, grades 5-6.

TARGET AUDIENCE: elementary grade students

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: 1 year per unit

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: C. Maxine Byrd
Newton Public Schools
Division of Program
Newton, MA 02158
(617) 964-9810

CURIOSITY CURRICULUM

Shrewsbury, MA

A series of awareness lessons to help eliminate sex-role stereotyping in the K-3 child.

Curiosity Curriculum is a curriculum development program with staff workshops. Both components focus on eliminating sex-role stereotyping in promoting the awareness of avocations and vocations. Students receive exposure to non-stereotyped vocations and avocations through contact with adults whose occupations represent a change in traditional sex-role stereotypes.

Materials include a complete curriculum guide for grades K-3 which covers language arts, science, math, reading and social studies. The guide was developed as a 4" X 6" card file. Cards are divided according to headings: Awareness, Careers, Ecology, Family Feelings, Medicine, to name a few. Each card provides the teacher with information in the following areas:

- Grade Level
- Objective
- Materials
- Procedure
- Follow-up
- Evaluation

A different set of cards can also be organized for individual schools with information on speakers who are available and willing to give presentations at the school. A sample of these cards is provided.

As a supplement to the curriculum development file, Curiosity Curriculum developers organized a series of four teacher, administrator and parent workshops. Three sessions serve as initial awareness training workshops and the 4th session is a follow-up session for those who desire additional

training. A workshop outline is available with the other curriculum materials.

TARGET AUDIENCE: K-3 children

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: no extra time for students because materials are incorporated into existing curriculum

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: Gail Bisceglia
Spring Street School
Shrewsbury, MA 01545
(617) 845-1709

FACTS AND FEELINGS IN THE DEVELOPMENT OF
BLACK AWARENESS

Bedford, MA

A course that stimulates greater awareness of the black experience. Materials are designed to supplement a sixth grade social studies program.

This course, designed by teachers in the Bedford school system, was developed as a supplementary guide to black awareness, not a complete course on black history. It is intended for use within an existing social studies curriculum and gives a brief account of prominent black Americans who have made significant contributions to American life. Presentation of these materials is designed to stimulate students' thinking and understanding of Black people.

Course materials available on microfiche cover the following six areas:

- I. Black Awareness
- II. Fighters for Freedom
- III. Eloquent Spokesmen
- IV. Scientists and Inventors
- V. Education
- VI. Black Music

TARGET AUDIENCE: 6th grade students

FINANCIAL REQUIREMENTS: none (supplementary resource books, films, slides, etc. listed in the course guide, may be purchased or rented at an additional cost)

TIME REQUIREMENTS: unknown

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: Irene P. Parker
METCO Coordinator
Davis School
98 South Road
Bedford, MA 01730
(617) 275-1274

MULTI-CULTURAL COLLECTION

Sudbury, MA

A black history course for all students in Grades K-8.

This curriculum guide aims to sensitize teachers to cultural differences among students and to increase awareness of ethnic stereotypes that may inhibit their expectations of children.

The guide is designed to enable teachers to incorporate the materials into their daily curriculum. A lengthy bibliography covers the following subjects: history, social studies, science, music and art.

A major component of this project is an "Educator Self-Inventory" that enables teachers to assess their knowledge and awareness of black culture.

Materials provided:

- I. Multi-Cultural Bibliography
- II. Guidelines for the Selection of Instructional Materials
- III. Black History Test
- IV. Black History Facts
- V. Educator Self-Inventory

TARGET AUDIENCE: teachers, grades K-8

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: flexible

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: Michele Foster, METCO Coordinator
Peter Noyes School
Sudbury Public Schools
Sudbury, MA 01776
(617) 443-9971

NON-SEXIST LEARNING AND TEACHING WITH YOUNG CHILDREN
PRE-SCHOOL THROUGH GRADE 3

*A curriculum guide for pre-school - grade 3 teachers
that focuses on establishing sex-fair practices for
teaching and learning.*

This curriculum guide helps teachers select course content and materials that promote sex-fair activities. The guide includes teaching strategies and materials on sexism, racism, agism and elitism through role-playing activities, media presentations, the arts, class discussions, physical fitness activities, and other areas of learning.

The guide also includes an annotated bibliography of non-sexist books, records and films for children; additional resource lists for records, films and activity books; and an annotated bibliography of non-sexist resources for teachers. Parts or all of this curriculum are easily adapted to any on-going class curricula and can be adjusted to suit nearly any classroom design.

TARGET AUDIENCE: pre-school through grade 3

FINANCIAL REQUIREMENTS: none (supplementary books, films and records will require a charge which is given in each of the resource lists)

TIME REQUIREMENTS: can be easily incorporated into the regular school curriculum

EQUIPMENT MATERIALS NEEDED: may need film or slide projectors, tape recorders or record players

CONTACT PERSON: Sheila Morfield
17 Lancaster Street
Cambridge, MA 02140
(617) 492-9720

PROJECT PEOPLE

Onset, MA

An intensive and innovative program for grades K-3 aimed at breaking down sex stereotypes at the earliest possible level.

Project People is a curriculum development program to assist teachers to prepare lessons, discussions and group sensitivity sessions in guidance and social studies that focus on promoting ethnic diversity and reducing sex-role stereotypes.

A complete list of resource books and manuals, a summary of project objectives, and a price list are now available on microfiche. The curriculum guide for grades K-3 will be available in late spring of 1978.

TARGET AUDIENCE: kindergarten through grade 3

FINANCIAL REQUIREMENTS: unknown (depends on numbers of books or manuals purchased)

TIME REQUIREMENTS: one half-hour, bi-monthly in each K-3 classroom

EQUIPMENT MATERIALS NEEDED: books and manuals purchased from list provided

CONTACT PERSON: Melissa R. Mayer
Highland Avenue
Onset, MA 02558
(617) 295-0379

"ROOTS DAY"

Needham, MA

A total school project (grades K-6) that involves teachers, children and parents in examining and explaining to others interesting aspects about their country of origin.

"Roots Day" was developed to promote awareness of the similarities and differences among various ethnic groups by making children more aware of their own ethnic group and by helping them to accept and value differences among cultural, religious and ethnic groups.

Each student researches the clothing, customs, foods, etc. of his/her country of origin. On "Roots Day", each student comes to school dressed in the costume of his/her ancestry. Parents from various countries and cultures talk to classes about life in their native country. The school media specialist may wish to provide films on the various countries as a supplement to class presentations. In developing and researching his or her country, each student coordinates language skills, research skills, social studies and art.

TARGET AUDIENCE: staff and students grades K-6

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: three weeks (extremely flexible-can be easily extended or shortened)

EQUIPMENT MATERIALS NEEDED: cameras and film are optional but enhance "Roots Day" since children love to see themselves in native dress.

CONTACT PERSON: Francine M. Charbonnier
Hillside School
Needham, MA 02192
(617) 444-4100 Ext. 172

SECOND LANGUAGE LEARNING IN THE ELEMENTARY SCHOOL

Boston, MA

A program designed to teach Spanish and Chinese to native English speakers in the elementary schools.

Second Language Learning in the Elementary School is a program designed specifically to teach basic Spanish and Chinese phrases to English speaking children. The program is easily adaptable to any school and is not necessarily restricted to Chinese and Spanish.

Students participating in the program focus on the culture of one country. At the same time, they receive instruction in the language of that country with an emphasis on school-related vocabulary. After school language classes may also be held to instruct school personnel.

For a pamphlet of information including resource materials, contact Barbara Radell, Program Coordinator, Boston School Department.

TARGET AUDIENCE: K-5 English speaking students

FINANCIAL REQUIREMENTS: unavailable

TIME REQUIREMENTS: one semester or entire school year

EQUIPMENT MATERIALS NEEDED: books, magazines and supplementary films (optional)

CONTACT PERSON: Barbara Radell, Program Coordinator
Boston School Department
Bilingual Department
26 Court Street
Boston, MA 02108
(617) 726-6296

E.N.D. STUDENT QUESTIONNAIRE
(End Needless Discrimination)

Barre, MA

*A questionnaire for student (grades 7-12) reaction
to Ch. 622 implementation efforts in curriculum.*

The E.N.D. (End Needless Discrimination) Educational Survey was designed to assist staff, administration and students to assess the implementation of Ch. 622 and Title IX. The questionnaire is designed to follow a rigorous curriculum review by the staff and should be introduced to students as an instrument to sample teacher language and behavior towards students and stereotyping in textbooks.

School systems may find the survey useful as a guideline for examining teacher attitudes and curriculum as well and for creating new programs/curriculum. Compilation of results will allow teachers to re-examine their own attitudes about sex stereotyping and to examine stereotyping in classroom materials.

Materials available include the questionnaire, a brief statement of purpose, and, a compilation of results.

TARGET AUDIENCE: grades 7-12

FINANCIAL REQUIREMENTS: xeroxing of questionnaires

TIME REQUIREMENTS: 1 class period or less

EQUIPMENT MATERIALS NEEDED: 1 questionnaire per student

CONTACT PERSON: E.N.D. Committee
Cathleen C. Scanlan, Chairperson
Quabbin Regional High School
Barre, MA 01005
(617) 355-4651

HOME ECONOMICS-INDUSTRIAL ARTS CURRICULUM

Weymouth, MA

A combined program of home economics and industrial arts for 7th and 8th grade boys and girls that is designed to eliminate sex discrimination and stereotyping.

This home economics/industrial arts curriculum was designed to provide a series of exploratory experiences to assist students in the selection of careers, leisure time hobbies, and the development of "survival skills" for daily living. The curriculum is divided into 8 teaching units: clothing repair, child care and babysitting, grooming, foods and nutrition, wood and plastic, technical drawing and metal, equipment maintenance and offset lithography. A curriculum guide for each of the eight teaching units is included.

TARGET AUDIENCE: 7th and 8th grade students

FINANCIAL REQUIREMENTS: minimal, depending on availability of home economics/industrial arts equipment

TIME REQUIREMENTS: 4 units per grade, 1 unit per semester, with a class frequency averaging 2 periods per week

EQUIPMENT MATERIALS NEEDED: basic equipment for a home economics/industrial arts curriculum

CONTACT PERSONS: Betsy Erickson,
Chairperson
Home Economics Department
North High School
E. Weymouth, MA 02189
(617) 337-4500

Bernard Whitman,
Chairperson
Industrial Arts Department
South High School
S. Weymouth, MA 02190
(617) 337-7500

"JUST BEING MYSELF"

Joseph P. Keefe Regional Vocational Technical High School

Framingham, MA

A video tape of a panel discussion of four high school girls who are enrolled in non-traditional vocational programs. The girls discuss their experiences and feelings about their chosen fields.

"Just Being Myself" is a 30 minute video tape about girls who are enrolled in non-traditional vocational programs at Keefe Technical High School. The tape presents role models of girls who are successfully integrated into non-traditional shop programs at the high school level.

Contact Ms. Marsh (see below) for further information about borrowing the tape or for information about making a video tape on vocational career programs.

TARGET AUDIENCE: middle school and 9th grade pre-vocational girls, also appropriate for parents or in-service training workshops.

FINANCIAL REQUIREMENTS: The video tape is available on a short term loan basis from Keefe Technical. It is also available on loan from the Massachusetts Department of Education, Central Massachusetts Regional Education, Beaman Street, Route 140, West Boylston, MA 01583

TIME REQUIREMENTS: 30 minutes

EQUIPMENT MATERIALS NEEDED: video tape playback equipment

CONTACT PERSON: Eleanor DiRusso Marsh
Joseph P. Keefe Regional
Vocational Technical High School
750 Winter Street
Framingham, MA 01701
(617) 879-5400 Ext. 161

PROJECT OPTION
(OPENING PEOPLE TO INCREASING OPPORTUNITIES NOW)

Billerica, MA

A comprehensive, cooperative effort by the five towns in the Shawsheen Valley Technical High School district to reduce sex bias and discrimination in the career choices made by both female and male students.

The major goal of this project is to reduce the influence of sex bias on students' vocational education choices. A variety of activities are outlined to accomplish these goals: increasing female enrollment in vocational programs, increasing the number of students selecting non-traditional vocational programs, and increasing student, parent, teacher and administrator awareness of the negative consequences of sex bias and stereotyping.

This program includes model curriculum materials and guidance activities for grades 7 through 9. It also includes an in-service staff training course that includes guidelines for conducting parent and community workshops and for establishing a resource center of non-biased materials.

Project Option is in its first year of funding. Copies of the curriculum for grades 7 through 9 and the workshop guidelines will not be available until the spring of 1979. At that time complete materials can be obtained by contacting Maureen Lynch (see below).

TARGET AUDIENCE: grades 7-9 students, parents, teachers and administrators

FINANCIAL REQUIREMENTS: unknown at this time

TIME REQUIREMENTS: unknown at this time

EQUIPMENT MATERIALS NEEDED: unknown at this time

CONTACT PERSON: Maureen V. Lynch
Shawsheen Valley Technical High School
100 Cook Street
Billerica, MA 01866
(617) 667-2111 Ext. 58

PROJECT PREPARATION

Cambridge, MA

A project that encourages high school students of limited English-speaking ability to remain in school and establish career goals.

The goals of Project Preparation are: to reduce the high school drop out rate among bilingual students, to provide students with a plan of action for life after high school, and to help existing staff acquire skills needed to be effective advisors for students. These goals are accomplished through a variety of strategies: the placement of students of limited English-speaking ability into a work-study program, the development of a student-advisor component that includes guidance and career counseling, and the use of community residents as enrichment consultants in the classroom. The instructional component of the program is provided in the native language of the student and in English as a second language.

Materials available from Project Preparation include descriptive information, a teacher/advisor guide, an enrichment consultant guide, and sample newsletters.

TARGET AUDIENCE: students of limited English-speaking ability in grades 7-12

FINANCIAL REQUIREMENTS: \$1,300 per student

TIME REQUIREMENTS: 1 year

EQUIPMENT MATERIALS NEEDED: supplementary career awareness materials

CONTACT PERSON: Edward P. Korza, Jr., Project Coordinator
159 Thorndike Street
Cambridge, MA 02139
(617) 492-8000 Ext. 276

12/78

IRISH LITERATURE AND RELATED ARTS

Boston, MA

A complete curriculum guide in Irish studies for grades 11 and 12.

In 1974, Ione Malloy, teacher at South Boston High School received a National Defense Education Act (NDEA) grant to develop a curriculum guide in Irish studies for high school teachers. Working with Irish scholars, musicians, artists and other educators, she developed a comprehensive 256-page curriculum guide that also serves as a resource book for teachers who plan to develop Irish studies courses. The publication itself can easily be used as a model for developing other ethnic studies curricula.

The curriculum guide is organized as a seven week mini-course that is currently being offered at South Boston High School. The mini-course includes films, poetry, literature, music and other materials that promote a greater awareness and appreciation for Irish history and culture. The course emphasizes the historical and political development of Ireland through music, literature and art.

The teacher's guide includes detailed instructions and references. A selected bibliography and several useful appendices are also included.

TARGET AUDIENCE: students, grades 11 and 12

FINANCIAL REQUIREMENTS: none (film rental unknown cost)

TIME REQUIREMENTS: seven weeks

EQUIPMENT MATERIAL NEEDED: none

CONTACT PERSON: Ione Malloy
English Department
South Boston High School
Boston, MA 02127
(617) 268-2751

"NEW DIRECTIONS"

Joseph P. Keefe Regional Vocational Technical High School

Framingham, MA

*A pre-vocational mini-course addressing the issues
affecting women in the world of work.*

New Directions was developed as a required mini-course in conjunction with the pre-vocational exploratory program for freshmen at Keefe Regional Vocational Technical High School. The course should be offered to students well in advance of any vocational program selections or decisions.

The course can be used to help students assess their interests and abilities for possible career choices, and to raise awareness and consciousness about the history and future directions of women in the work force.

Materials include a weekly outline of activities and bibliography of films, video tapes and print materials. Rental and purchase prices are included.

TARGET AUDIENCE: freshmen students in a pre-vocational exploratory program

FINANCIAL REQUIREMENTS: will depend on numbers of films rented. Xeroxing of materials such as exercises can be done from the leaders' manuals that accompany films and video tapes.

TIME REQUIREMENTS: 6-10 sessions, each lasting at least one hour

EQUIPMENT MATERIALS NEEDED: 16 mm projector, video tape playback equipment, screen

CONTACT PERSON: Eleanor DiRusso Marsh
Joseph P. Keefe Regional Vocational Technical High School
750 Winter Street
Framingham, MA 01701
(617) 879-5400 Ext. 161

PROJECT EQUALITY

Wakefield, MA

Project Equality is a co-educational, physical education curriculum that enhances the self-confidence of individual students and encourages team work through a variety of outdoor activities.

Project Equality is an outdoor, co-educational physical education program that emphasizes outdoor experiences, group interaction and action centered learning. The program is designed to equalize opportunities for male and female students in physical education by eliminating traditional concepts of sex-role stereotyping in physical education activities. The program develops personal confidence, and increases mutual support within a peer group through exercises that require group efforts. Overall physical education goals such as agility and coordination are also stressed.

The course outline is designed to slowly prepare the student for outdoor exercise. The course begins with conditioning exercises and lessons on safety and concludes with an outdoor activity. Included in the curriculum are preparation exercises for cross country skiing, snowshoeing, map and compass reading, campcrafts, backpacking, hiking and rock climbing.

TARGET AUDIENCE: all students grades 9-12

FINANCIAL REQUIREMENTS: no estimate available

TIME REQUIREMENTS: can be done by semester or by the year

EQUIPMENT MATERIALS NEEDED: outdoor physical education equipment

CONTACT PERSON: H. Edward White
Northeast Regional Vocational
High School
Box 238
Wakefield, MA 01880
(617) 246-0810 Ext. 62

PROJECT INTERCHANGE

Dracut, MA

A guidance program to enhance student and teacher awareness of sex-role stereotyping in curriculum and the world of work.

Project Interchange is a guidance program designed to increase awareness of the negative effects of stereotyping on self-concept and in the selection of career choices. The program consists of weekly group guidance sessions, a series of teacher sensitivity training workshops, a combined home economics and industrial arts curriculum, and attitudinal questionnaires.

Materials for Project Interchange include a course outline for weekly guidance sessions for students; the teacher sensitivity training workshop; and the combined home economics and industrial arts course, "Design for Adult Living". Student questionnaires administered before and after each course and sample pages from a student notebook are also included.

TARGET AUDIENCE: 11th and 12th grade students and teachers

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: 1 full year

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: John Crafton
Old Kenwood School
932 Methuen Street
Dracut, MA 01826
(617) 459-6936

PROJECT PERSON I
THE IMAGES OF MEN AND WOMEN IN LITERATURE AND FILM

North Reading, MA

*A curriculum guide that examines the images of
 men and women in literature, film and society.*

Project Person provides students with a variety of materials and information that develop an awareness of sex-role stereotyping. Class activities deal with sexism in a positive, constructive manner.

"The Images of Men and Women in Literature and Film", is a one semester course designed to explore the ways in which literature and the mass media reflect, create, and reinforce the current status and roles of men and women in American society.

Course Outline: (the 8 major areas covered by the course)

- I. The Socialization Process
- II. Stereotyped Images of Women and Men in Literature
- III. Images of Males and Females in Children's Literature
- IV. The Female Author's Point of View
- V. Images of Males and Females in Music
- VI. The Male Author's Point of View
- VII. Women Estranged and Alone
- VIII. Images of Black American Men and Women in Literature

The course includes novels, short stories, attitudinal surveys, questionnaires, film strips, slide shows, magazine and newspaper articles, television viewing and role playing. A complete curriculum guide and supplemental classroom materials are available in addition to the course outline.

TARGET AUDIENCE: grades 10-12

FINANCIAL REQUIREMENTS: cost will vary depending on the materials used, but can be as low as \$2.00 per student

TIME REQUIREMENTS: one semester

EQUIPMENT MATERIALS NEEDED: class set of books supplemented by resource books, films, slides, poster, tapes and records

CONTACT PERSONS: Karen A. Scibinico or: North Reading High School
 14 Bartley Street, Apt. 5 North Reading, MA 01864
 Wakefield, MA 01880 (617) 664-3156
 (617) 246-1388

PROJECT PERSON II
THE POLITICS OF MALE/FEMALE RELATIONSHIPS

North Reading, MA

A curriculum guide that examines the politics of male/female relationships in literature, film and society.

Project Person is designed to give students a variety of materials and information about male and female experiences and roles. Through the materials in this course, students develop an awareness of sex-role stereotyping and are better able to deal with sexism in a positive manner.

"The Politics of Male/Female Relationships" is a one semester course designed to examine the dynamics of male/female roles in contemporary American society.

Course Outline:

- I. Anthropological, Historical and Biological Basis for Female/Male Role Systems.
- II. The Socialization Process
- III. The Job Market
- IV. Traditional Roles Meet Untraditional Challenges
- V. Predictions, Projections and Speculations

The four main texts that may be used for this course are listed in the curriculum guide. Other supplementary material lists are available at the North Reading High School library. Materials available include a complete course outline and supplementary classroom materials.

TARGET AUDIENCE: grades 10-12

FINANCIAL REQUIREMENTS: dependent on the amount of materials purchased, but can be as low as \$2.00 per student

TIME REQUIREMENTS: one semester per course (this could be expanded to a full year)

EQUIPMENT MATERIALS NEEDED: books for classroom, resource books, filmstrips, slide shows, poster, tapes and records

CONTACT PERSON: Betty G. Allen
102 John Street
Reading, MA 01867
(617) 944-8099

PROJECT S.C.E.E.
STUDENT COMMITMENT TO EDUCATIONAL EQUITY

Massachusetts Department of Education
Bureau of Student Services

A program that develops models for directly involving junior and senior high school students in the development of programs for improving sex and race equity in their schools through the implementation of Chapter 622 and Title IX.

Project SCEE, a component of the State Department of Education's Bureau of Student Services, was funded under the Women's Educational Equity Act Program of the U.S. Office of Education (DHEW). The goals of the project are: to increase student awareness of the effects of sex-role and cultural stereotyping on individual thought and behavior, school policy, and curriculum; to inform students of their rights under the equal educational opportunity laws; and to increase student skill in curriculum development and policy making.

Project SCEE activities focus on junior and senior high school students in public, private, regional and vocational schools. Activities are appropriate for a variety of settings: individual classrooms, group counseling, special workshops, in-service training or student government groups.

Materials developed by the project are available through the Bureau of Student Services:

- I. A Student Guide to Equal Rights - a handbook that explains sex bias and discrimination designed and written by students. (Available now)
- II. Case Book of Title IX School Teams - a description of Project SCEE activities in five Massachusetts High Schools. At each school site, Project SCEE trained and assisted teams of students and teachers to support their efforts in addressing issues of sex equity in their schools. (Available October, 1978)
- III. Brochure - a brief description of Project SCEE, Project SCEE models, and names and addresses of Project SCEE contact staff and students in the Commonwealth. (Available now)

IV. Manual - activities designed to help students, parents, teachers, counselors, and school administrators learn about sex bias and eliminate sex discrimination in secondary schools. (Available October, 1978)

For an example of a local project currently under the direction of the state Project SCEE office, see page 24.

TARGET AUDIENCE: junior and senior high school students in public, private, vocational-technical, and regional schools

FINANCIAL REQUIREMENTS: no estimate available, but may include consultant fees, film rentals or materials

TIME REQUIREMENTS: flexible (training time may range from a short presentation to an extended semester or yearlong series)

EQUIPMENT MATERIALS NEEDED: films, handbooks, information on Ch. 622 and Title IX

CONTACT PERSON: Kathleen Atkinson, Project Director
Bureau of Student Services
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5756

PROJECT S.C.E.E.
STUDENT COMMITMENT TO EDUCATIONAL EQUITY

Shawsheen Valley Technical High School

An extracurricular activity for students who learn and teach others about protecting the rights of all students in securing equal educational opportunity through Title IX and Chapter 622.

This project, funded under Project SCEE, has been in operation at Shawsheen Valley Technical High School in Billerica since September, 1977. The project operates under Project SCEE goals described on page 22. Project goals are: to increase student awareness of the negative consequences of sex bias and discrimination, to assist students to recognize discriminatory practices in their schools, and to promote change in these practices.

Aided by Project SCEE staff, students at Shawsheen Valley are involved in many activities and areas relating to Chapter 622, such as:

- examining curriculum
- reviewing policies and practices in athletics and physical education
- conducting workshops for students, parents, and teachers about sex bias and stereotyping
- coordinating efforts with other student groups
- informing the school population of efforts to eliminate bias and stereotyping through bulletin boards, school newspapers and meetings with the administration

Further information on this local SCEE project can be obtained by contacting Maureen Lynch (see below).

TARGET AUDIENCE: high school students grades 9-12

FINANCIAL REQUIREMENTS: unavailable

TIME REQUIREMENTS: faculty advisor - 1 hour per day, student coordinators- 2 to 10 hours per week (voluntary)

EQUIPMENT MATERIALS NEEDED: written materials listed under Project SCEE

CONTACT PERSON: Maureen V. Lynch, Counselor
Shawsheen Valley Technical High School
100 Cook Street
Billerica, MA 01866
(617) 667-2111 Ext. 58

T.V. TAPES ON VOCATIONAL EDUCATION

Pittsfield, MA

A series of documentary video tapes that encourage increased participation of females and minorities in vocational education programs.

These video tapes on vocational education highlight the participation of minorities and females in vocational programs. The presentations are designed to recruit more participants in existing programs. The target population for the tapes is flexible. Pittsfield chose to target in-school youth in all of the feeder schools in the system, the general population outside of the schools, school drop-outs, unemployed and under employed youths, the minority community, female youth organizations and others. Programs are aired over local Channel 2 outlets and at meetings of local civic groups, community action groups, youth organizations and churches.

Former high school graduates are filmed on the job in their chosen fields and where available, female students are filmed in non-traditional roles. Films are shown in the classroom with related instruction.

No outline for these tapes is available at the present time, but interested individuals are encouraged to contact Mr. Gibbons for further information.

TARGET AUDIENCE: 9th graders, their parents and the general public

FINANCIAL REQUIREMENTS: may vary depending on availability of video tape equipment

TIME REQUIREMENTS: 15 minutes per film

EQUIPMENT MATERIALS NEEDED: a video tape player and monitors/video taping equipment

OTHER INFORMATION: tapes are not available for distribution but may be viewed by interested individuals for ideas for similar tape production

CONTACT PERSON: James F. Gibbons, Director
Voc./Tech. Education
Taconic High School
Valentine Road
Pittsfield, MA 01201
(413) 499-1234

WOMEN'S STUDIES MEDIA CENTER

Wayland, MA

An extensive multi-media collection of women's studies materials to enrich or develop a junior or senior high school level social studies elective course.

This project developed an extensive multi-media collection of women's studies materials which can be used to enrich a "Women in American Society" course. Materials are a valuable resource to the entire student population.

Materials provide guidance to high school men and women to help them understand changing male and female roles. Materials also include biographical accounts of women's achievements throughout history, including contemporary events. The course is useful for helping male and female students free themselves from restrictions created by sex-role stereotyping and to help them become familiar with the traditional and non-traditional career options available to them.

The materials in the project include a list of books, magazines and other printed materials, and a general outline for a course entitled "Women in American Society".

TARGET AUDIENCE: high school grades 11 and 12

FINANCIAL REQUIREMENTS: \$5,000: includes audio-visual software and hardware, subscriptions to six women's periodicals, purchasing of books relating to women. Funds used to purchase books, tapes, records, films, and biographies. Large multi-media cabinet for storage (optional) of stereo tape deck, receiver, speakers, and ear phones.

TIME REQUIREMENTS: one semester course

EQUIPMENT MATERIALS NEEDED: audio-visual equipment

CONTACT PERSON: Lelia A. Sapienza
Wayland High School Media Center
Old Conn. Path
Wayland, MA 01778
(617) 358-7745

Part II

In-Service Training Projects

BOSTON UNIVERSITY SCHOOL OF EDUCATION
TRAINING INSTITUTE FOR SEX DESEGREGATION

*A staff training institute for the development
of sex-fair policies and practices in selected
New England school districts.*

The major goals of the Training Institute are: to establish a district team of administrators and teachers that assumes a leadership role in promoting sex equity, to train district teams at a one week summer institute, and to conduct training workshops and technical assistance meetings in school districts.

The one week summer institute focuses on: the requirements of Title IX, awareness of sex bias in educational policies and practices, and the skills and knowledge necessary to implement plans for sex equity.

The training workshops and technical assistance meetings cover areas such as: administrative policies and practices; admissions to programs and courses of study; instructional materials; guidance, counseling and career education; and extra-curricular activities.

Material available at the present time is: Female Lives: A Documentary of Women in America. (Chicago: Rand McNally, 1978).

More information on the program and its adaptability to other school districts may be obtained by contacting Ms. Mary Kay Tetreault (see below).

TARGET AUDIENCE: administrators and teachers

FINANCIAL REQUIREMENTS: unavailable

TIME REQUIREMENTS: no estimate available

EQUIPMENT MATERIALS NEEDED: (1) Boston University Training Institute for Sex Desegregation Manual (2) Female Lives: A Documentary of Women in America

OTHER INFORMATION: materials not available on microfiche - only through publisher

CONTACT PERSON: Mary Kay Tetreault
Boston University School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3258

Bridgewater, MA

A series of three, one week workshops for paraprofessional and non-professional school personnel and parents that explores discrimination based on sex, age and socio-economic status.

The Less Limited Living workshops expose all staff members (professional, paraprofessional and non-professional) and parents to their own stereotypes. Major emphasis is placed on sex-role stereotyping. The major goals of the workshops are to change restricted and stereotyped attitudes and perspectives to more enriching ones. Workshops can be conducted at the school or any suitable location.

A booklet for parents whose children are entering kindergarten is available from Dr. Carpeno (see below). The booklet was developed to follow-up the seminars of the Less Limited Living Workshop Project. The booklet raises questions about traditional sex roles. Less Limited Living materials available include a complete outline of workshops for professionals, non-professionals and parents.

TARGET AUDIENCE: school personnel (both professional and non-professional) and parents

FINANCIAL REQUIREMENTS: extra cost if projector rental is necessary. Some minimal expenditures for special films

TIME REQUIREMENTS: summer workshops - one week each for professional staff, non-professional staff and parent follow-up seminars - one meeting on Saturday mornings about every 6 weeks

EQUIPMENT MATERIALS NEEDED: projector

CONTACT PERSON: Linda Carpeno
McElwain School
Main Street
Bridgewater, MA 02324
(617) 697-2101 or 697-8082

MINIMIZING SEX ROLE STEREOTYPING IN THE CLASSROOM

Brookline, MA

An in-service program for elementary school teachers that includes a handbook of strategies for minimizing sex-role stereotyping.

This in-service training program was designed to increase teacher awareness of Ch. 622 and to encourage attitudinal and curriculum changes in the classroom.

The training program focuses on exercises outlined in the teacher handbook "Sex-Role Stereotyping in the School". A section of the handbook discusses both the state law (Chapter 622) and the federal law (Title IX) which prohibit sex discrimination in Massachusetts public schools. Chapter 622 regulations are reviewed in detail. Other chapters focus on curriculum and resources and specific activities to minimize sex stereotyping.

The handbook is an excellent resource for organizing in-service training sessions and can be supplemented with speakers, films, books or slides. A list of audio visual materials for use in the training sessions is also included.

TARGET AUDIENCE: teachers in grades K-8

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: a minimum of one session per school for 2 hours

EQUIPMENT MATERIALS NEEDED: 1 handbook per teacher, "Sex-Role Stereotyping in the Classroom: A Handbook for Teachers in the Brookline Public Schools", equipment for films, video-tapes, slides

CONTACT PERSONS: Iris Feldman
Lawrence School
27 Francis Street
Brookline, MA 02146
(617) 734-1111 Ext. 176

Margot Strom
Runkle School
50 Bruce Street
Brookline, MA 02146

SECONDARY EDUCATION COMMITTEE ON
SEX STEREOTYPING (SECSS)

Boston, MA

A series of seminars for high school staff and students that examine the effects of sex and minority stereotyping.

Project SECSS was developed by the Boston School Department to increase student and staff understanding of the implications of Chapter 622. The project increases the awareness of high school students and staff about educational inequities at the high school level resulting from sex and minority stereotyping. Workshop participants examine procedures, policies and programs in their local schools and make recommendations to appropriate personnel to improve the quality of educational opportunity at the high school level.

The project director plans to disseminate further information about the program at the national, state and local levels. An overview of the program includes:

- I. Background information on Chapter 622
- II. Awareness sessions focusing on the effects of stereotyping
- III. Skills sessions - i.e., examination of curriculum for sexist and stereotypical content
- IV. Planning sessions, studies of local school policies, and recommendations

The project was conducted in the Boston Public Schools during the 1976-1977 school year.

TARGET AUDIENCE: high school students and staff

FINANCIAL REQUIREMENTS: none, other than reproduction of materials (optional)

TIME REQUIREMENTS: 80 hour seminar with monthly follow-up meetings held during the school year

EQUIPMENT MATERIALS NEEDED: no special equipment needed

CONTACT PERSON: Dorothy Cash
Ch. 622/Title IX Coordinator
Boston School Department
26 Court Street
Boston, MA 02108
(617) 726-6359



Part III

Curriculum and In-Service Training Projects

HUMAN RIGHTS PROGRAM

Wayland, MA

*A system-wide program to improve human rights
in the public schools.*

This program was developed by the Human Rights Committee in the Wayland Public Schools. The goals of the program are: to increase effective communication among teachers, students and administrators; to improve decision-making and rule-making skills; and to increase respect for others by increasing the awareness of the effects of discrimination in society. A series of workshop outlines has been developed which focuses on improving communication skills, eliminating racism and sexism, and teaching democratic problem solving and rule-making.

Materials available for organizing workshops include:

I. Overall Goals and Objectives

II. 5 Monthly Themes

- A. Freedom
- B. Responsibility
- C. Participation
- D. Diversity
- E. Communication

III. Suggestions for Possible Speakers

TARGET AUDIENCE: administrators, teachers and students

FINANCIAL REQUIREMENTS: none (supplementary films, slides, books and magazines are optional)

TIME REQUIREMENTS: 5 months

EQUIPMENT MATERIALS NEEDED: none

CONTACT PERSON: Minnie-Rose Richardson, Project Director
Wayland Public Schools
57 Cochituate Road
Wayland, MA 01778
(617) 358-7728, 7729

PROJECT EGO
(EQUAL GROWTH OPPORTUNITIES)

Whitman, MA

*A bibliography of library and multi-media materials
designed to reduce sex-role stereotyping.*

Project EGO presents a collection of library materials that help students build self-awareness and self-concepts free from conventional stereotypes. Program content relates to attitudes and behaviors, career choices and adult role models. The major component of Project EGO is the development of library materials. Materials include: books, films, tapes, films and study prints organized into six F.L.I.P. (Fun and Learning Incentive Packages) units. Each F.L.I.P. unit consists of three packages for kindergarten and grade one children and three packages for grades two and three. Each package focuses on one of three themes: self awareness, families and careers. Teachers participate in one of three all day workshops. Workshops present an overview of Chapter 622 and the implications of the law with respect to the most effective use of the library materials. Parent workshops acquaint parents with the project and suggest ways to continue project goals at home.

TARGET AUDIENCE: K-3 students, teachers and parents

FINANCIAL REQUIREMENTS: approximately \$5.00 per person

TIME REQUIREMENTS: teacher in-service training for one day, parents training for one evening, student participation is continual

EQUIPMENT MATERIALS NEEDED: library materials as listed

CONTACT PERSON: Michael D. McCaffrey, Superintendent
Whitman Public Schools
Whitman, MA 02382
(617) 447-4408

PROJECT PANDA
(PUPIL AWARENESS OF NON-DISCRIMINATORY ACTIVITIES)

Scituate, MA

*A program for K-3 students and teachers that focuses
on reducing stereotyped roles and concepts.*

Project PANDA is designed to aid students and teachers in establishing an atmosphere for individual and community growth through personal contact with contra-stereotyped models. Media and visitor presentations, and field trips for the K-3 students create an awareness of skills and attitudes which reduce stereotyping.

The materials provided enable the reader to review the entire process of the writing, funding and implementation of Project PANDA. Particularly important to school systems wishing to incorporate a similar project into their curriculum is a section which outlines all Project materials. Topics covered in this section include:

- I. Career Visitors
- II. Activities
 - a. Supplies
 - b. Audio-Visual Materials
- III. Field Trips

TARGET AUDIENCE: K-3 students

FINANCIAL REQUIREMENTS: dependent upon materials purchased; \$14,000 for the entire project

TIME REQUIREMENTS: 2 years (including planning, execution and evaluation)

EQUIPMENT MATERIALS NEEDED: complete list available with project materials, includes regular school equipment

CONTACT PERSON: Kathleen Frazee or Anne Fenn
Scituate High School
Scituate, MA 02066
(617) 545-3300

WOMEN AND MEN

Marlborough, MA

A staff development/program development project for teachers, students and administrators that focuses on the reduction of racial, ethnic and sex-role stereotyping at the high school level.

Project Women and Men is designed to raise the level of awareness of teachers, administrators and students about the effects of racial, ethnic and sex stereotyping. The project is divided into two components: staff development and program development. The staff development component consists of a series of workshops on "Stereotyping and Role Identification". Workshop units are organized around the following topics:

- I. Suggested Classroom Activities to Minimize and Counteract Sex Stereotyping.
- II. How Stereotyped is My Thinking?
- III. Female/Male Sex-Role Stereotyping.
- IV. Careers.
- V. The Media's Effect on People.
- VI. Physical Education: Title IX and Chapter 622.
- VII. Anything You Want to Be.

The program development component consists of a 15 week course with the following objectives: to develop a more complete understanding of the Title IX and Chapter 622 laws especially in those areas most pertinent to educators, and to enable educators to identify and resolve Title IX and Chapter 622 violations. As a follow-up course to the seven workshop units, this mini-course examines in greater depth some of the issues covered in the workshop units and new areas. The mini-course can also be adapted to an existing high school social studies curriculum. Marlborough High School developed and offered a mini-course in 1978.

TARGET AUDIENCE: educators, parents, community citizens and students

FINANCIAL REQUIREMENTS: none

TIME REQUIREMENTS: workshops to be used as in-service training and can run from 1-3 hours. The in-service course is designed for 30 semester hours. The high school course is designed for one semester.

EQUIPMENT MATERIALS NEEDED: audio visual equipment

OTHER INFORMATION: the final course/curriculum outline for the high school course will be completed and available in June, 1978

CONTACT PERSON: Beatrice Hope Benton Nesti
Marlborough High School
Marlborough, MA 01752
(617) 485-8100

INCLUSION OF WOMEN IN THE UNITED
STATES HISTORY CURRICULUM

*An in-service training program on the use of a
full year curriculum on women's experiences in
America for teachers of U.S. history.*

The purposes of this in-service training program are three-fold:

(1) to increase teacher awareness of the stereotyping of women in regular U.S. history curricula; (2) to present supplemental material on women's experiences in America, focusing on the history of women; and 3) to explore the relationship between sex-fair curricula and students' attitudes and the behavior of males and females. The program was developed by the state Department of Education's Bureau of Student Services under Projece SCEE (Student Commitment to Educational Equity).

Information on the curriculum for U.S. history can be obtained from the author's publication, Female Lives: A Documentary of Women in America.

Further information on the in-service training component of this project

may be obtained by contacting: Kathleen Atkinson, Project Director
Project SCEE
Bureau of Student Services
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116
(617) 727-5757

TARGET AUDIENCE: grades 8 and 11 U.S. history teachers and students

FINANCIAL REQUIREMENTS: unavailable

TIME REQUIREMENTS: 10-30 hours of training

EQUIPMENT MATERIALS NEEDED: student materials are available through Rand McNally & Co., Chicago. Female Lives: A Documentary of Women in America

CONTACT PERSON: Mary Kay Tetreault
Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, MA 02140
(617) 547-7472

For more information on any past or future publications by the Massachusetts Dissemination Project, contact the Massachusetts Dissemination Project staff at one of the regional centers listed below:

David Backlin
Central Massachusetts Regional Center
Beaman Street, Route 140
West Boylston, MA 01583

Paul Francis
Southeast Regional Center
Lakeville State Hospital
P.O. Box 29
Lakeville, MA 02346
(617) 947-3240

Don Geer
Pittsfield Regional Center
188 South Street
Pittsfield, MA 01201
(413) 499-0745

Maria Grasso
Northeast Regional Center
1551 Osgood Street
North Andover, MA 01845
(617) 687-3351

Barbara Ramsdell
Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, MA 02140
(617) 547-7472

Carol Doss
Springfield Regional Center
155 Maple Street
Springfield, MA 01105
(413) 734-2167

Resources For Schools...



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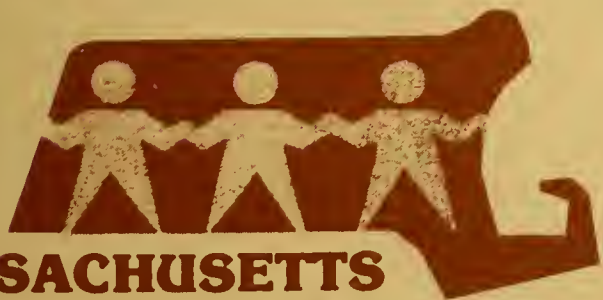
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7. COMPETENCY PROGRAMS FOR BASIC SKILLS IMPROVEMENT: A RESOURCE GUIDE



MASSACHUSETTS
DISSEMINATION
PROJECT

SUMMER 1978

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RESOURCES FOR SCHOOLS

7. COMPETENCY PROGRAMS FOR BASIC SKILLS IMPROVEMENT: A RESOURCE GUIDE

BY

BAYLA S. NOCHUMSON

MASSACHUSETTS DISSEMINATION PROJECT STAFF

CECILIA M. DI BELLA, DIRECTOR AND EDITOR

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PREFACE

Resources for Schools is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools,
- to provide educators, parents and students with specific information about resources and materials for school programs and services,
- to assist regional education centers and the Department to increase and improve information and dissemination services to educators, parents, and students in the state,
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department's Boston office. In addition, each regional center has designated a staff member who maintains continuous contact and involvement with project activities across the state, and is responsible for working with center staff to improve information and dissemination services in the center. Ultimately, the regional centers will function as switchboards -- sometimes providing services directly to schools, other times connecting them with the many existing resources. The development of this series -- as its name suggests -- is one way the project is helping make these connections. *Please contact a member of the project staff for more information about the series, the project or the regional center nearest you.*

Resources for Schools presently available:

1. A Catalog of Publications from the Massachusetts Department of Education.
2. Video Tapes for Teaching.
3. A Guide to Dissemination Agencies.
4. Community Involvement in Your School: A Guide to People, Programs and Publications.
5. The Student's Guide to Special Education.
6. Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Schools.

Resources for Schools topics to look for in the future:

- . Special Education Teacher Training Resources.
- . Student Rights and Responsibilities.
- . Examining Massachusetts Student Assessment Data: Resources and Curriculum.

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INTRODUCTION

During the past three years there has been considerable discussion and activity at the local, state, and national levels about the establishment of competency standards. Competency standards programs are defined and referred to differently by various states and local school districts. However, the concept of students graduating from high school with the basic skills needed to function as effective adults, remains a constant thread. The competency standards program in the city of Quincy for example, is designed to provide students with "those demonstrated skills and acquired knowledge which enable the individual to function in society effectively, independently and with potential for growth."

The interest in competency standards is a result of several convergent issues and concerns that have affected educational policy in recent years. These factors include: declining student performance on standardized achievement tests; questions about the meaning and value of the high school diploma; a feeling that a number of students leave school lacking skills needed to function effectively in today's complex society; and pressure for schools to be held "accountable" for the results produced by the heavy public investment in education. At present, all fifty states and numerous local school districts have implemented or are planning to implement some form of competency standards programs. According to the Education Commission of the States, "no concept in recent years has received such widespread attention, either legislatively or by state board adoption."

The competency standards programs at the state and local levels have varying purposes. These include: monitoring the basic skills development of students, evaluating and improving school effectiveness, certifying students for high school graduation, and deciding whether students should be promoted from one grade to another. While there is much variation among

states and local districts about the use, scope and content of their competency standards programs, states share a common commitment to insuring that all students have achieved a specified level of skills by the time they graduate or leave the public schools.

In developing competency standards programs, states and local districts have been confronted with a number of complex and controversial issues and questions concerning the implications of their programs. These issues and questions encompass a number of educational, technical, political, economic and legal concerns. Among them are:

- How should competency standards be defined? Who should determine these standards?
- How are competencies to be measured?
- What are the criteria that will be used for determining whether students have mastered the specified competency levels?
- What can be done to assist students who have difficulty achieving required competencies?
- How expensive is it to establish and to implement a competency standards program?
- Will the establishment of competency standards and the subsequent assessment of students foster improved teaching and result in increased learning?
- Would a competency-based graduation requirement penalize and stigmatize students or would it lead to students graduating from high school with increased competency levels?

This publication was developed to provide school administrators, curriculum designers, school committee members, parents, and members of the general community with pertinent information and guidance as they consider competency programs in their districts. In June 1978 the Board of Education approved the state's course of action for the future of competency standards programs in Massachusetts. Either in anticipation of the Board's decision, or quite apart from it, twenty-one Massachusetts school districts have already developed competency programs geared for kindergarten to twelfth grade

students. Furthermore, eighteen other districts are in the preliminary stages of developing competency programs. These activities form a solid base of information for other Massachusetts schools. Overall, school district information and the national and state resources described in this resource book are designed to provide access to individuals, organizations, and programs that are already involved in the creative process of developing competency programs.

Competency Programs For Basic Skills Improvement: A Resource Guide is divided into three sections. Section I reviews the status of the competency movement both nationally and in Massachusetts. Section II includes in-depth descriptions of locally-developed competency programs in Massachusetts. While the school districts included here may not be an exhaustive listing of all activity in the Commonwealth, they do describe programs in most of the cities and towns that have developed a written policy on competencies in basic skills for their students.

Socio-economic and demographic information about each district was taken from the most recent data collected by the Massachusetts Department of Education (MDE). The "all programs" figure in Per Pupil Expenditure 1976-1977* was the source for each school system's per pupil expenditure. Information about the "kind of community" was taken from 1974 MDE data which consolidated a fourteen group classification, developed by the Massachusetts Department of Administration and Finance, into four groups: big cities, industrial suburbs, residential suburbs, and small towns and other communities. The student population figure was taken from data collected yearly by the Massachusetts Department of Education and published in the Massachusetts School Directory 1976-1977.*

We would like to acknowledge the contributions of cities and towns whose projects are currently in preliminary stages, and as such, could not be

*Published annually and available in limited quantities from the Massachusetts Department of Education, Bureau of Educational Information Services, 31 St. James Avenue, Boston, Massachusetts 02116.

summarized for this edition. The names of these districts, as well as contact people, follow the descriptions of competency programs in local school districts, in Section II.

The final section, Section III, is a compilation of resources available to competency program planners. This section includes: 1) the State Board of Education's Policy on Basic Skills Improvement; 2) an annotated bibliography of a) general information on the competency movement and b) information on the issue of competency testing; 3) a descriptive listing of several available competency tests and test building services with information about approximate costs and persons to contact; 4) a list of the members of the Massachusetts Advisory Committee on High School Graduation Requirements; and 5) the Competency/Assessment Linkers of the Department of Education, all of whom may be contacted for information and assistance.

Special thanks go to Allan S. Hartman, Leslie S. May, Lynn Wolfsfeld, and Helen Lau of the Department's Research and Assessment Bureau for providing us with materials, advice, and considerable time and attention. Without them, this resource book would not have been possible. Thanks go also to Richard A. Gilman, Director of the Bureau of Educational Information Services, for his editorial assistance. Finally, my personal thanks to the Dissemination Project Staff: Elizabeth Maillett, Ann Stutz Van Winkle, and Ruth Santer, for their assistance, and to Cecilia DiBella for her continuing advice and support.

Bayla S. Nochumson
Summer 1978

SECTION I

STATUS OF THE COMPETENCY MOVEMENT - NATIONALLY AND IN MASSACHUSETTS

Nationally

Since 1972, when the Oregon Board of Education adopted competency-based graduation requirements, more than 31 states have adopted competency standards policies as the result of either legislative or State Board of Education action. A brief overview of some of the more well known programs will demonstrate the diverse nature of the various approaches to competency programs.

The California Hart Law, passed in 1976 requires local school districts to set graduation standards in reading, writing and computation. The State Board of Education is required to provide technical assistance to local districts in their efforts to implement the law which will affect the graduating class of 1981.

Beginning with the graduating class of 1978, the New York Board of Regents requires that all students pass a state-developed competency test in reading and mathematics as a prerequisite for high school graduation. However, this policy is presently being reconsidered by the Board of Regents. An attempt is being made to substitute a more difficult examination than the present one, to determine graduation eligibility.

In Pennsylvania, the Board of Education has undertaken a five-year study known as Project 81. Twelve districts have been selected as field sites to pilot various aspects of competency programs. After five years a decision will be made as to state policy on competency standards. Other states which have programs well past the developmental stages include Florida, Georgia, Missouri, New Jersey, New Mexico, Vermont and Virginia.

At the federal level, the National Institute of Education (NIE), in collaboration with Educational Commission of the States, sponsored four regional conferences on minimal competency testing. In addition, a new Office of Testing and Assessment has been established within NIE. One of its primary functions will be to provide technical assistance to states which are implementing competency testing programs.

Also at the federal level, several congressional bills have been filed which deal with the issue of competency standards. The most notable bill was filed by Representative Mottl of Ohio and would require the establishment of national minimum competency standards. Finally, a House bill is under consideration which would provide federal funding to those states in the process of implementing competency programs.

In Massachusetts

In June 1977, the State Board of Education formally appointed a 35-member Advisory Committee on High School Graduation Requirements. The committee's charge was to recommend to the Board of Education procedures and policies for implementing essential competency standards programs. The final report to the Board of Education was submitted in June 1978 and is included in the Board's policy statement in the Resources section of this publication.

In addition to State Board of Education activities, various educational organizations have established task forces to study the issue of competency standards. Most of these task forces submitted position papers on the Proposed Essential Competency Standards Program to the State Board of Education. Among the organizations which established task forces are the Massachusetts Association of School Committees, the Massachusetts Association of School Superintendents, the Massachusetts Elementary School Principals Association, the Massachusetts Junior High/Middle School Principals Association,

the Massachusetts Parent/Teacher/Student Association, the Massachusetts Secondary School Principals Association, and the Massachusetts Teachers Association.

A further indicator of interest in the competency issue can be found in the activities of the Massachusetts legislature. Several bills have been filed which are concerned with this issue. Hearings were held in April 1978. To check the status of the bills or to find out if new bills have been filed, contact Sue Cooper, Joint Committee on Education, State House, Boston, Massachusetts 02133, (617) 727-2584.

Finally, several statewide conferences on competency testing were held in the spring of 1978. The Cambridge Public Schools in collaboration with the Bureau of Research and Assessment, Massachusetts Department of Education sponsored the Urban Conference on Competency-Based Education. A publication entitled "Competency Standards and Urban School Districts -- A Report and Recommendations" is available from the Bureau of Research and Assessment. In May, the New England School Development Council in collaboration with Fitchburg Public Schools' Project Competency sponsored Here Comes Competency Testing! Are You Ready?. Proceedings will be available in the fall of 1978 from the New England School Development Council, 85 Speen Street, Framingham, Massachusetts 01701, (617) 879-7624.

The Massachusetts Department of Education has designated certain staff members in the regional centers who are available to answer questions about, and provide assistance with, essential competency standards programs. Their names and addresses are listed in the Resource section of this publication.

SECTION II

MASSACHUSETTS LOCAL SCHOOL DISTRICT ACTIVITIES

ACTON/BOXBOROUGH REGIONAL SCHOOL DISTRICT

CONTACT PERSON:

Gary G. Baker
Assistant Superintendent for
Curriculum and Instruction
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720 (617) 263-9503

* Kind of Community: residential su
Student Population: 2510
Per Pupil Expenditure: \$1,798

In the 1974-75 school year, a committee of administrators, counselors, and teachers was formed to investigate uses and misuses of standardized tests. After discussion - including the possibility of eliminating standardized testing - the committee recommended that the norm-referenced Comprehensive Tests of Basic Skills be used while plans are being made to increase the use of criterion-referenced tests.

Since then, measurable instructional objectives have been developed in every subject area for grades K-12, and criterion-referenced tests have been, or will be, developed to test these objectives. Criterion-referenced tests have been administered in junior high mathematics and high school English, and are being developed in other academic areas as well. The Educational Records Bureau's independent school normed Comprehensive Testing Program has been used with honors students. The Sequential Tests of Educational Progress (STEP) test in writing is used for all sophomores in addition to a criterion-referenced test in writing.

Future plans include completing all instructional objectives by 1978, with a time schedule for developing appropriate criterion-referenced tests in each area. It is planned that norm-referenced testing will be stressed less as criterion-referenced tests are used more extensively.

A Citizen's Advisory Committee on competency-based education was formed during the 1977-78 school year to develop a list of minimal competencies for Acton-Boxborough high school graduates. Target completion of this list is spring, 1978. This committee also plans to submit a position paper on competency-based education to the State Board of Education.

* This refers to the city or town where the school is located and may not accurately describe the other cities or towns who are members of the regional district.

AGAWAM

CONTACT PERSON:

Ernest J. Cannava
Superintendent of Schools
1305 Springfield Street
Feeding Hills, MA 01030
(413) 786-5414

Kind of Community: small town or
other community
Student Population: 5464
Per Pupil Expenditure: \$1,152

In the spring of 1976, the superintendent of schools established a committee to identify an appropriate test instrument to measure and certify that a student graduating from Agawam High School possessed the "necessary" competencies in the areas of mathematics, reading, and language arts. Research was conducted to determine similar efforts in other school districts in the United States. Following this investigation, goals were formulated for developing and recommending assessment instruments. A flow chart was constructed as a model for Agawam's Competency Test Program.

The Stanford Achievement Test was chosen as the competency test for a number of reasons: 1) the test is closely aligned with stated educational objectives, 2) a data bank, with information from the Stanford Achievement Test already exists for students presently in grades 2-6*, 3) test results identify individual needs of each student in the appropriate skill area, and 4) local student norms can also be compared to national norms developed by the Stanford Testing Bureau.

The purpose of the three phase testing program adopted by Agawam is to develop curricula and courses that will meet the individual needs of all students. Phase I of the Competency Test Program began in the spring of 1977 with the administration of the test to all 11th grade students. Test data were used to develop local norms and to establish a competency level appro-

* By June 1978, the data bank will include all grade levels. Thus, it is possible to maintain longitudinal studies of each student in grades 2-12.

priate for Agawam students. Following analysis of the 11th graders test results, the administration will recommend a level of competency for reading, language arts, and mathematics.

In the fall of 1977, grades 9, 10, and 11 were tested. These results, along with data already available from lower grades, provide a cross-validation study, enabling Agawam to determine the validity of their levels of competency.

During Phase II, 1977-78, instruments to measure student competency in civics, citizenship education, practical science, and health are being developed. Phase III, to begin in the 1978-1979 school year, will include development of specific competency requirements necessary for graduation from Agawam High School.

ANDOVER

CONTACT PERSON:

Philip Wormwood, Principal
Andover High School
Shawsheen Road
Andover, MA 01810
(617) 475-8440

Kind of Community: residential suburb
Student Population: 6381
Per Pupil Expenditure: \$1,552

During the 1976-77 school year, Andover drafted a proposal to examine the issue of basic or baseline graduation requirements. A pilot test instrument was developed by Andover school personnel to test students' skills in English, mathematics, social studies, and guidance. The instrument is intended as a managerial aid to help administrators determine student capabilities in citizenship, employment, and consumerism and is not a substitute for high school graduation requirements.

The pilot test instrument was developed in the fall of 1977. Guidelines for the administration of the test state that:

- (1) the passing grade should be set within the 80-90 percent range
- (2) multiple forms of the tests should be developed
- (3) tests should be administered early in the junior year to allow students time to select and take appropriate remedial courses
- (4) an explanatory brochure, outlining the purpose and scope of the test should be developed and widely distributed

In February 1978, all ninth grade students were tested in communication and computation skills. Currently, all incoming tenth graders are given the Shaw and Berhl mathematics test and the Stanford Achievement Test in English. Tenth and eleventh grade students are given the School and College Ability Test (SCAT), part of the Sequential Tests of Educational Progress (STEP).

Full implementation of the Andover program has been postponed pending the decision of the Massachusetts Department of Education on competency standards.

ATTLEBORO

CONTACT PEOPLE:

Theodore Thibodeau
Curriculum Coordinator (K-8)
Attleboro High School
Rathbun-Willard Drive
Attleboro, MA 02703
(617) 222-5150

Robert Haggerty
Coordinator of Occupational and Academic
Education
Attleboro High School
Attleboro, MA 02703
(617) 222-5150

Kind of Community: small
town or other community
Student Population: 7966
Per Pupil Expenditure: \$1,

Attleboro is in the preliminary stage of preparation for its competency program. Administrators, department heads, and coordinators are involved in developing components such as a management system in reading, spelling and mathematics at the elementary level; a K-8 basic skills testing program; an objectives-based curriculum at the middle school level; terminal objectives for all academic high school courses; and a K-12 writing sample procedure using a criterion rating scale. An Occupational Competencies Program has been developed which requires progress reports that list skills in which each student must demonstrate competency. Categories of competency are termed "minimum", "adequate", or "proficient". Entrance and exit criteria have also been established for special needs classes. Terminal objectives have been developed for high school English, mathematics, science, social studies, music, visual arts, and home economics. These objectives became effective in March 1978.

Present testing includes: the Metropolitan Test for Kindergarten, the Comprehensive Test of Basic Skills for grades 1-8, and a pilot test for grades 9-12 using the Senior High Assessment of Reading Progress (SHARP).

Materials of interest developed by Attleboro include the following: a "Management System Checklist", an article entitled "Managing the Basics" that describes educational management systems and their application in the Attleboro public schools, and guidelines for writing criterion-referenced tests.

BERKSHIRE HILLS REGIONAL SCHOOL DISTRICT

CONTACT PERSON:

Joseph L. Wood
Superintendent of Schools
Main Street
Stockbridge, MA 01262
(413) 298-3711

* Kind of Community: small town or
other community
Student Population: 2321
Per Pupil Expenditure: \$1,756

During the summer of 1974, department supervisors of English, mathematics, science, social studies, and career education, and the high school principal met to review and revitalize Monument Mountain Regional High School's graduation requirements. As a result of their efforts, graduation requirements are now determined in three phases: Basic Skills (Phase I), Maturation and Awareness Experiences (Phase II), and Career Oriented Skills (Phase III). All skills and experiences are based on criteria for survival in society. The Berkshire Hills group maintains that this program represents the minimum education a high school should provide for its students and that individual needs and potentials must be stressed with accompanying course work and individual attention. To this end, all students are expected each year to take courses in addition to the minimum requirements. Although development of Phase III has been temporarily postponed, implementation of Phases I and II applies to the class of 1981.

A student handbook was developed that contains information on required courses listed by grade. Students in grades 9 and 10 are required to take specific English, mathematics, science, and physical education courses. In the 11th and 12th grades, students are required to take a number of electives in defined areas, such as social studies and English literature.

Basic Skills, (Phase I), are clearly defined in the areas of English (including writing, language skills, listening, and reading newspapers);

* This refers to the city or town where the school is located and may not accurately describe the other cities and towns who are members of the regional district.

physical education (demonstrating physical and intellectual skills for "lifetime" activities and giving first aid); mathematics (skills in working with whole numbers, fractions, decimals, percent, graphs, etc.); science (including using the scientific method, interpreting science news releases, distinguishing between fact and opinion); and social studies.

Maturation and Awareness Experiences (Phase II) include a variety of reading experiences; exposure to creative skills in writing, acting, and directing; understanding how science has affected history and society; applied mathematics; and materials which aid students in re-examining their values.

Evaluation rests with classroom paper and pencil exams created by teachers, in addition to projects, papers, and oral presentations. The results are used to diagnose learning problems.

If accepted for formal implementation by the school committee, completion of this program will be required for graduation for the class of 1982.

BOSTON

CONTACT PERSON:

William J. Reid, Headmaster
Boston School Department
26 Court Street
Boston, MA 02108
(617) 726-6536

Kind of Community: big city
Student Population: 84,639
Per Pupil Expenditure: \$2,759

An ad hoc committee of teachers, parents, students, and administrators, and headed by the superintendent of schools, is currently developing Standards in Basic Skills for grades 1-12. Curricular areas being examined are reading, composition writing, spelling, grammar, and mathematics.

The committee has been divided into three smaller groups, each addressing one component of the total basic skills curriculum. In reading, a body of criterion-referenced tests has been introduced in all schools for grades 1-8. Similar assessment instruments for grades 9-12, and for composition writing in grades 1-12, will be developed during the 1978-1979 school year. A policy statement concerning the teaching and evaluation of spelling, grades 1-12, will be developed by September 1978.

It is anticipated that the standards in basic skills in grades 1-5 will be completed by June 1978. The potential impact of the standards will be examined from many viewpoints - legal, social, and education - before the findings and recommendations are presented to the school committee.

Materials will be available following school committee approval of the Standards in Basic Skills.

BROCKTON

CONTACT PERSON:

Daniel Kulick
Administrative Assistant to
the Superintendent
43 Crescent Street
Brockton, MA 02401
(617) 588-7800 Ext. 541

Kind of Community: big city
Student Population: 21,572
Per Pupil Expenditure: \$1,510

A system-wide competency-based education task force was formed in the fall of 1977 with the aim of developing a competency-based education program tailored to the needs and aspirations of the Brockton public schools. Subcommittees with broader representation were formed in reading, communications, mathematics, testing, special education, and public relations. An open house was held to generate interest and solicit community input.

Although actual competency-based testing has not begun yet, several standardized assessment instruments (such as McGraw Hill, Educational Testing Service tests, etc.) have been reviewed. Brockton anticipates using test results as a diagnostic and instrumental tool. Further research is necessary before a decision can be made about using test results as criteria for graduation.

In June 1978 a proposal, including guidelines and recommendations, will be presented to the superintendent and the school committee. During the 1978-79 school year, specifics of the program will be developed, with pilot implementation in the 1979-80 school year.

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

CONTACT PERSON:

John F. Canavan
Superintendent of Schools
Dudley-Charlton Regional High School
P.O. Box 97
Dudley, MA 01570
(617) 248-7334

* Kind of Community: small town or
other community
Student Population: 3192
Per Pupil Expenditure: \$1,185

A competency-based program in occupational skills entitled the "Ram's Horn Program" has been developed to insure the student's ability to function adequately in a work situation. This program provides work experiences in production, printing, design, and sales in Dudley-Charlton Regional High School's own store in Dudley.

A list of Ram's Horn competency skills includes: calculating wages, making change, using a time clock, determining equipment needed for a job, and developing the ability to work under pressure.

Future plans include consideration of additional competencies, and the possible use of tests.

* This refers to the city or town where the school is located and may not accurately describe the other cities or towns who are members of the regional district.

FITCHBURG

CONTACT PERSON:

Edward F. Reidy, Jr.
Director, Project Competency
1047 Main Street
Fitchburg, MA 01420
(617) 343-6421

Kind of Community: big city
Student Population: 6660
Per Pupil Expenditure: \$1,664

The Fitchburg Public Schools decided to focus more instructional attention on the application of basic skills by developing and integrating the current curriculum with materials oriented to life skills. As a first step, students in grades 8-12 were tested to determine their mastery of basic writing and life skills. This information was used for planning, measuring, and developing new curricula.

The Fitchburg school committee launched Project Competency intending that students master life skills by the end of the ninth grade. Intermediary benchmarks in the third and sixth grades were established to systematically monitor student progress. This is accomplished in a variety of ways: interviews, work samples, paper and pencil tests, performance reviews, and committee reviews. This monitoring system was also designed to insure that remedial work could begin in time to allow students to master life skills by the end of the ninth grade.

With the help of an evaluation specialist and a mathematics specialist, Fitchburg teachers developed the Skills Achievement Monitoring System (SAM) to keep students and teachers informed of student progress. Teachers established skills for each grade level and developed a test to measure each skill. The Skills Achievement Monitoring System for mathematics was instituted in 1976. Tests for grades 2-8 have already been developed and will be expanded to all elementary and high school grades. Tests are administered every six instructional weeks, scored by a computer, and reported for each student,

noting strengths and weaknesses. This system has been extremely useful in helping teachers prepare individualized instruction in mathematics skills-building. A Skills Achievement Monitoring system is currently being piloted in a Vocabulary Improvement Program (SAM-VIP). This system focuses on improving student vocabulary and, indirectly, reading comprehension. The program was pilot tested with twenty teachers and five hundred students in grades 4, 5, and 6 during the 1977-78 school year. Current plans call for testing at eight week intervals. McGraw-Hill's Plus 10 Vocabulary materials constitute the major curriculum and in-service training materials for teachers.

Strong teacher participation was a major factor in the development of Fitchburg's program and materials. Several position papers and materials about Project Competency are available:

- "Project Competency: Position Paper No. 1: Life Skills: Development and Assessment"
- "Skills Achievement Monitoring: Vocabulary Improvement Program (SAM-VIP)"
- "Fitchburg Public Schools: Overview Sheet"
- "SAM: Instructional Objectives and Sample Questions: Mathematics, Levels 2-8"
- "A Parent's Guide to SAM"

FOXBOROUGH

CONTACT PERSON:

Thomas Armstrong
Mathematics Coordinator
Foxborough High School
South Street
Foxborough, MA 02035
(617) 543-4811 Ext. 145

Kind of Community: residential suburb
Student Population: 3910
Per Pupil Expenditure: \$1,550

Minimum competencies and competency objectives have been defined for seven areas in mathematics. These are number and numeration, arithmetic computations, uses of variables, estimation and approximation, measurement and geometry, tables and graphs, and prediction and statistics.

In September 1977, locally-developed tests were administered to all students in grades 9-12 for the purposes of collecting baseline data and determining the validity and the reliability of the test items. Based upon the results of this analysis, two forms of the test will be revised as needed, and other forms will be generated.

It is expected that any student successfully completing one year of high school mathematics will have the skills necessary to pass the competency examination in mathematics. It is recommended that a student who fails the mathematics competency examination should be required to enroll in a mathematics program for the next school year. Guidelines have been developed which list the grade in which the student has taken and failed the exam, and the appropriate course which should be taken to develop competency in mathematics. Beginning with the 1980-1981 school year, twelfth graders who have not passed the competency requirements will not be awarded a diploma. However, when a student successfully completes the examination, it will be noted on his/her permanent record.

GEORGETOWN

CONTACT PERSON:

Vincent A. Scaduto, Principal
Perley Elementary School
51 North Street
Georgetown, MA 01833
(617) 352-8112

Kind of Community: small town or
other community
Student Population: 1580
Per Pupil Expenditure: \$1,552

An informal testing instrument was developed by the elementary mathematics committee to test students in grades 1-6. Tests are administered in the fall and late spring of each year. Results from these tests, along with teacher's comments and perceptions, are recorded on the Mathematics Skills Record Sheet developed by the elementary staff as a way of recording student growth and proficiency in mathematics and related areas. Test results are used for a variety of purposes, such as grouping, and monitoring a child's progress and growth during the year. Tests are now being up-dated to include metrics.

An elementary reading/language arts committee is currently examining the feasibility of employing the Scott Foresman Skills Assessment Sheet for the entire elementary population.

A testing committee has met for one year on a regular basis, addressing such issues as purpose and validity of testing, the needs met by particular tests, and the feasibility of creating local tests. The committee recently decided that standardized achievement testing will occur in grades 2, 4, 6, 8, and 10 each spring using the California Comprehensive Test of Basic Skills and the Basic Academic Aptitude Test. Kindergarteners will be tested with the new Metropolitan Test for Kindergarten. The committee plans to annually review the value of these tests.

HOPEDALE

CONTACT PERSON:

Donald Hayes
Superintendent of Schools
25 Adin Street
Hopedale, MA 01747
(617) 473-3080

Kind of Community: small town or
other community
Student Population: 933
Per Pupil Expenditure: \$1,832

In the spring of 1975, teachers and department heads began a general curriculum review in preparation for the development of minimum competency standards. Building administrators, the superintendent, school committee members, and outside consultants, were involved. Participants visited schools involved in developing competency programs and reviewed available literature and materials. Minimum competency standards have been developed to accurately define Hopedale's education program, and to provide every resident and student with a clear definition of minimum standards that each student must meet in English and mathematics. All minimum standards are presently subject-area oriented.

Standards and appropriate tests were developed by staff members using available time and time specifically provided for that purpose. A number of released days during the school year were granted by the school committee, beginning with the 1974-75 school year. These days were defined as time to work on curriculum development. Summer employment was also provided.

Standards that were developed are outlined and explained in two booklets: "Minimal Level of Competency - Mathematics", and "Minimum Requirements in English". One of the major goals within the mathematics curriculum, completed in August 1977, is "to develop those concepts and/or computational skills used in daily life, both in and out of the classroom." For example, the four fundamental arithmetic operations - adding, subtracting, multiplying, and dividing - must be successfully applied to whole numbers, decimals, and fractions. The student must also be able to demonstrate the ability to use mathematics in an

everyday setting for such purposes as consumer credit, balancing a checkbook, and computing interest.

The English minimum competencies published in August of 1976 include the areas of basic reading skills, mechanics, grammar and usage, speaking and listening, writing, and literature. "Standards for All Forms of Written Work" is a guide for teachers in all subject areas so that uniformity in writing can be achieved in all classes, minimizing confusion among classes.

The English pilot assessment instrument was published in September 1977, and was administered during the 1977-78 year on a pilot basis. Validation of this test is in progress. The mathematics test will be completed during the 1977-78 school year and the same student population will pilot the test. When all mathematics and English tests are approved, at least one alternate form of the test will be developed. Consultants' advice will also be used to develop the final form of assessments.

Curriculum response has been two-fold. First, the development of standards aided teachers tremendously in planning instruction in traditional courses. Second, two courses, Math Laboratory and English Laboratory, are under development. These will be ungraded, individualized, contractual laboratory settings which will be required for students in grades 9 through 12 who do not satisfactorily complete the minimum requirements. Once completed, these courses will satisfy the English and mathematics graduation requirement. A student with specific limitations can be exempted from these requirements. These minimum requirements have been established as prerequisites to graduation, not as substitutes for the previous graduation requirements.

Costs have been primarily indirect through the large amounts of time and energy contributed by staff personnel. Direct monetary costs are reasonable and include: salaries (other than regular wage - approximately \$5,000); consultation fees, supplies and materials (approximately \$2,000); release days; and CETA funds for some clerical responsibilities.

HUDSON

CONTACT PEOPLE:

J. Bryan Sullivan, Math Chairman K-12
Carol Compton, English Chairwoman K-12

Hudson High School
Brigham Street
Hudson, MA 01748
(617) 568-8361

Kind of Community: residential
suburb

Student Population: 3932

Per Pupil Expenditure: \$1,285

Hudson has considered competencies and minimum instructional objectives at the elementary and high school level. Mathematics teachers established thirty-three minimal objectives for grades 2-8. These objectives are the basis for the mathematics program for grades K-8. During kindergarten and grade 1, students are given initial exposure to arithmetic ideas. A guide entitled "Mathematics Curriculum Guides, Minimal and Competency Objectives: K-8" includes minimal mathematics objectives that must be mastered by all students. The guide includes categories such as numeration, measurement, money, fractions, and decimals, and is designed to assist the teacher in organizing and planning the year's work.

Mathematics testing began on a pilot basis in 1976-77. No students were exempted from the tests. Three student papers per class were selected on a random basis to further identify student weaknesses. Passing grades have not been defined although a median was determined. Teachers in grades 3-8 were provided with released time to work with the mathematics department chairperson, and to write tests.

In the English department, a language arts committee was formed consisting of volunteer representatives from grades 1-6, and departmentalized English teachers in grades 7-12. Minimal competencies which correlate with existing curriculum guides were identified for grades 1-12. Currently, standardized English tests such as the Stanford Achievement Test and the Stanford Diagnostic Reading Test are used in grades 2-10. Locally developed tests include an English usage test focusing on language and composition for grades 9-12 and a reading and writing inventory for grade 9.

At the high school level, Hudson piloted the Foxborough, Massachusetts High School Competency Test, and uses the competency test developed by the Phoenix, Arizona Public Schools as a pre-test; Part I in grade 7, and Part II in grade 10. Through the tests deficiencies are identified, work is assigned, and the same test is given several months later. The results are recorded as a quiz grade. All mathematics courses have both teacher developed mid-terms and standardized finals which count as 15% of a student's term grade. Standardized tests include the Lankton (Harcourt, Brace, Jovanovich) for algebra I, the Blyth (Harcourt, Brace, Jovanovich), for algebra II, and the Cooperative Test (Educational Testing Service) for geometry, pre-calculus (trigonometry), and calculus. All basic, general mathematics, review mathematics and algebra-Part I finals are teacher-made. A system-wide testing schedule for grades 9-12 is available.

MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT

CONTACT PEOPLE:

Gerald H. Less
Director of Pupil Services
(617) 861-6500 Ext. 282

Nancy Newbert
School Psychologist
(617) 861-6500 Ext. 384

Minuteman Regional Vocational
Technical School District
Lexington, MA 02173

* Kind of Community: residential suburb
Student Population: 1250
Per Pupil Expenditure: \$3,189

Minuteman uses a variety of tests to help faculty and students identify strengths and weaknesses of individual students and classes. These instruments concentrate on competencies in reading, mathematics, and library skills. The primary focus of the overall testing program is curriculum development and remediation. However, the tests are only one aspect of the measurement of a student's progress and competency. Other aspects employed are: knowledge about specific learning problems, observations by senior teachers, and evaluation by vocational/academic teachers.

The class of 1978 is expected to be competitive with a national student population. Each senior was given multiple opportunities to demonstrate his/her ninth grade competency in reading and mathematics. The English and mathematics departments were given tests with national norms, in addition to the opportunity to develop in-house testing instruments. Seniors who do not meet the ninth grade competency level in reading or mathematics establish an individual contract with the senior teacher for individualized work. Re-testing is conducted on a monthly basis.

Applicants who enter Minuteman at grade 9, are given the Stanford Diagnostic Math and Reading Tests and/or the California Achievement Tests (CAT),

* This refers to the city or town where the school is located and may not accurately describe the other cities or towns who are members of the regional district.

in addition to aptitude, ability, and interest tests. During their years at Minuteman, students are given the Stanford Test of Academic Skills and/or the California Achievement Tests. The senior competency measurement includes the results of the above tests to determine a grade 9 competency level. The Everyday Skills Test and the Individualized Computational Skills Program are also given to all seniors. A Library Skills Test was written by the library staff, and is administered with the Reference Skills Section of the Comprehensive Test of Basic Skills.

At present, program managers and senior teachers establish and enforce minimum competency standards in trade skills for high school graduation. The complete objective testing program is evaluated yearly by the director of guidance, the administrator of special education, the school psychologist, the mathematics and English department heads, and developmental reading and mathematics personnel.

NEEDHAM

CONTACT PERSON:

Calvin L. Cleveland
Assistant Superintendent
for Curriculum and Instruction
1330 Highland Avenue
Needham, MA 02192
(617) 444-4100

Kind of Community: residential suburb
Student Population: 6,983
Per Pupil Expenditure: \$1,762

Competency testing was inaugurated in Needham during the 1977-78 school year. The Senior High Assessment of Reading Performance (SHARP) was administered to all ninth graders. Analysis of the test data will identify students who need special instruction. Needham is currently conducting further research on SHARP and other testing instruments prior to formal adoption of a competency test.

The elementary social studies department experimented with a testing program in geography and economics in the spring of 1978. Tests were given to sixth graders in April and/or May in geography, and to the same age group at the end of the year in economics. The economics test was developed in cooperation with the Economics Education Council

The Pennsylvania Program for Social Studies' Competency is under consideration for secondary students.

OXFORD

CONTACT PERSON:

Francis Driscoll
Superintendent of Schools
5 Sigourney Street
Oxford, MA 01540
(617) 987-0246

Kind of Community: small town or
other community
Student Population: 2,842
Per Pupil Expenditure: \$1,344

In September 1975, the Oxford School Committee appointed a committee to investigate the minimal competency issue. The committee included a student, a lay person, three high school teachers, a school committee member, high school administrators, and the superintendent of schools. After seeking advice from the high school faculty, the committee identified seven areas in which students should be expected to prove their competency: consumerism, mathematics, democratic processes, written and oral communication, reading, and "life coping" skills.

Mathematics tests were developed as the first step in this process. During June 1976, test items were solicited from students, teachers, and parents. Tests, developed over the summer, were piloted in the fall of 1976. During the school year 1976-77, test items were developed in "life-coping" skills, democratic processes, reading, consumerism, and mathematics. Test items were sampled with students and tests were revised on two different occasions. Much of this work took place during in-service workshops with teachers.

Tests were approved by the school committee, and were administered in January 1978 to 198 ninth grade students. Test results were compared with the results of the Iowa Test of Basic Skills taken by the same group of students.

In order to improve test reliability, additional test items are being developed for the 1978-79 school year. A test on oral communication has

been postponed.

Guidance counselors receive each student's name and his/her test score by competency area. Remedial work has been provided for some students who failed all or part of the test administered in January 1978.

Successful completion of the Oxford Minimal Competency Examination is not a requirement for high school graduation. However, successful completion of the test is included in the official record of each student.

More specific information about the Oxford Minimal Competency Examination may be obtained by contacting Roger Bacon, Assistant High School Principal, Oxford High School, Main Street, Oxford, Massachusetts 01540, (617) 987-8127, or Bruce Denson, Mathematics Department Chairman, at the same address.

PITTSFIELD

CONTACT PEOPLE:

Norman C. Najimy
Director of English
P.O. Box 1187
Pittsfield, MA 01201
(413) 499-1234 Ext. 226/227

Kind of Community: big city
Student Population: 11,868
Per Pupil Expenditure: \$1,552

Gilbert K. French
Director of Mathematics
P.O. Box 1187
Pittsfield, MA 01201
(413) 499-1234 Ext. 226/227

The Pittsfield Public Schools use both locally and nationally developed tests. The California Achievement Test (CAT) is used in the elementary grades, while the Iowa Test of Basic Skills is administered in junior high school. Pittsfield's locally-developed tests are not formal "competency tests." Mathematics tests were developed and administered for all grades. In addition, a program was initiated to implement objectives for writing across all subjects.

A curriculum guide, "Verbal Communications Competencies, K-6", which includes listening comprehension, speaking, usage, reading comprehension, writing/composition, writing/grammar, writing/usage in exposition, and writing/mechanics is now available. Specific objectives are listed under each category, and a grid specifies at which grade each objective should be introduced, developed, and mastered. Tests have been devised to assist the teacher in measuring student's progress. There are two forms of each test - a pre-test and a post-test. Passing grades are left to the teacher's discretion. In addition, a directory of resources which teachers may use to help students in a particular skill is included. This guide has been highly rated by the National Council of Teachers of English, and is listed in their 1977 Recommended Curriculum Guides.

A composition guide for grades 7-12, entitled "Compcraft", includes objectives and lesson plans for teaching various genre of expository writing such as writing for survival, persuasion, personal purposes, and description. The guide includes descriptions of the writing process, suggestions for evaluating students' writing and a checklist for students when revising their own writing.

QUINCY

CONTACT PERSON:

Lawrence P. Creedon
Superintendent of Schools
70 Coddington Street
Quincy, MA 02169
(617) 471-0100

Kind of Community: industrial suburb
Student Population: 15,426
Per Pupil Expenditure: \$1,931

Functional competencies in Quincy have been defined as "those demonstrated skills and acquired knowledge which enable the individual to function in society effectively, independently and with potential for growth." Quincy's functional competency curriculum has been developed in accordance with this student centered learning system. Objectives are related to, and contingent upon, basic survival skills. These skills include being an intelligent consumer; a community citizen with an understanding of government, laws, and social responsibilities; a worker with occupational knowledge; and an individual aware of social health needs.

Quincy's schedule for developing a competency program includes identification of functional competencies in each subject area; presentation of recommendations by committees of coordinators, principals, teachers, and parents to the school committee and the superintendent; and developing tests for basic skills and functional competencies. Implementation of the competency program is expected during the 1979-80 academic year.

Lawrence P. Creedon, Superintendent of Schools, has developed the following four position papers which are available for distribution:

- "Functional Competency Performance Objectives"
- "Minimum Standards"
- "A Student Centered Learning System: An Overview"
- "Thinking About Learning"

QUABBIN REGIONAL SCHOOL DISTRICT

CONTACT PERSON:

Corridon Trask, Jr.
Superintendent of Schools
Box 667
Barre, MA 01005
(617) 355-4668

* Kind of Community: small town or
other community
Student Population: 996
Per Pupil Expenditure: \$1,793

Quabbin utilizes a variety of competency-based testing programs at the elementary and high school level. During the 1975-76 school year, minimal skills testing methods and instruments were developed for all students in grades 3 and 6. The rationale for this action was that careful analysis of test results would allow for proper intervention and individualized attention for students unable to pass the tests. Teachers were encouraged to participate in the process of classifying test objectives, selecting and creating test items to match chosen objectives, field testing assessment instruments, and revising tests and methods. Teachers were also asked to supplement test scores with reports of student strengths and weaknesses in the tested skill areas.

The competency testing and intervention program in Quabbin is supplemented by the Skills Inventory Method of the Fountain Valley Reading System at grades 1-6, in order to facilitate individualized instruction. In addition, regular classroom teachers administer minimal skills tests in May to all grade three students, except those exempted by the Coordinator of Special Students. All tests are locally developed criterion-referenced tests. Tested areas are reading comprehension, oral language, structural analysis, dictionary skills, spelling, written expression, and mathematics. Students must correctly answer 80% of the items. Students who do not obtain this score are screened further

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to determine their area for remedial work.

In April of each year, sixth graders are given minimal skills tests in reading comprehension, language skills, writing skills, spelling, listening skills, study skills, and mathematics. These tests are administered by classroom teachers, but corrected by assessment aides. All students must get 80% correct. All students' results, plus achievement data gathered from report cards and teacher testimony help determine placement for grade seven.

In 1978, a formal grade 7 Minimal Skills Intervention Program was instituted. All students who have serious deficiencies in minimal skills must participate in this program.

On the high school level, students are required to take a battery of tests, both locally-developed and standardized, at the end of grade 10. The tests include the Senior High Assessment of Reading Performance (SHARP); arithmetic; citizenship concepts and skills including history; health/first aid; environmental concepts and skills; and any two of economics, consumerism, and local/state government.

A recent school committee policy mandates that all members of the class of 1980 pass the sophomore level minimal competency exam to graduate from high school. Graduates must also earn a minimum of 100 course credits.

Alternative ways of measuring student competencies are also under consideration in Quabbin. Individualized remedial programs are the responsibility of regular staff members. As the program develops, retesting opportunities will be an essential part of the Minimum Competencies Program. A booklet developed by the Quabbin Public Schools entitled "Important Guidelines for Developing and Maintaining Effective Competency-Based Instructional and Testing Practices" is available.

LOCAL SCHOOL DISTRICT

SCHOOL DISTRICT	POLICY-MAKING GROUP	COMPETENCY AREA(S)	TESTING IMPLEMENTED						TESTING elementary
			Standardized			In-house			
			elementary	middle	high	elementary	middle	high	
Acton/Boxborough	Citizen's Advisory Committee	all academic areas (by 1978)	CTBS used until CR tests developed.				CR test in Math	CR test in English	CR tests,
Aqawam	committee established by superintendent	math, reading and language arts			STEP-gr.10				
Andover	?	all academic areas			SAT				
Attleboro	committee of school personnel	occupational competencies and all academic areas	MTK-Kind.		Shaw&Berhl SCAT/STEP in math SAT - Eng.			pilot tests in Eng., Soc.St., Guid.&Math	
Berkshire Hills Regional	committee of school personnel	basic academic and career oriented skills	CTBS-Grs. 1-8		SHARP-gr. 9-12 (pilot basis)			all subjects - grs. 9-12	
Boston	committee of parents, school personnel and students	reading, writing, spelling, grammar and math.				CR reading tests - grs. 1-8			CR comp. grs. 1-
Brockton	committee of school personnel	reading, communication skills and math.							McGraw H. been rev
Dudley-Charlton	?	occupational skills required in a work situ.							Future p tion of
Fitchburg	committee of school personnel	math, language arts and life skills				SAM in math- grs.2-8 (piloted) SAM-VIP-grs. 4,5,6(pilot)			
Foxborough	?	mathematics						math pilot test- grs. 9-12	
Georgetown	testing committee	math, language arts	CTBS and BAA-grs. 2, 4, 6, 8, 10			math test- grs. 1-6			
Hopedale	committee of school personnel	English, mathematics	MTK-Kind.					pilot test in English	
Hudson	committee of school personnel	math, language arts	SAT,SDRT-grs. 2-10			math-Lankton,Blyth, and CT	pilot math test grs. 2-8		competenc grs. 1-1 June 197
Minuteman Regional	committee of school personnel evaluate testing program	reading, math, library skills			EST, ref. skills sec of CTBS, SDMT&SDRT				
Needham	?	reading, social studies			SHARP-gr.9				geography economics piloted in gr. 6
Oxford	committe of student, lay person & school representatives	cnsmrsm,dm-crtc.proc., oral&wrtn. comun.,rdg.						subtests of Oxford's Min. Comp. Ex.piloted	
Pittsfield	?	math, communication skills	CAT	CAT-gr. 7 ITBS		locally developed math tests administered to all grades			staff-de ting eva
Quabbin	committee of school personnel	language arts,reading & citizenship			SHARP- gr. 10	CR minimal skills tests-grs. 3 and 6		math, citizenship test battery-gr.10	
Quincy	school personnel	basic survival skills							tests to 1979-80
Springfield	school committee	basic academic skills	CTBS-gr.4	CTBS-gr. 6	CTBS-gr. 9				
Worcester	school committee	basic academic skills			BSAT-gr.10				

ASSESSMENT ACTIVITIES

RED	TESTS USED TO:				COMMENTS/OTHER INFORMATION
	determine graduation eligibility	revise curriculum	identify learning problems	establish local norms	
high					
grs. K-12		X remediation			Instructional objectives developed in all subject areas for grs. K-12 and CR tests for all areas to be completed by 1978.
civics, citizenship, science and health	X (as of 78-79)	X meet individual needs		X	3 phase program: I-establish competency levels in LA, reading & math; II-establish comp. levels in civics, citizenship & science; III-establish specific requirements for graduation.
social studies and guidance	X (info. unclear)	X remediation		X	
			X		Terminal objectives devised for all subjects as of March 1978. Occupational Competency Program has also been produced.
career oriented skills	X		X		Graduation requirements divided into 3 phases: basic skills, maturation and awareness experiences, career oriented skills. Phases I and II are applicable to the class of 1981.
test-reading-9-12					Basic skills for which standards and CR tests are currently being developed include reading, composition writing, spelling, grammar and math.
ers have			X		Recommendations to be presented to the school committee in June 1978. Pilot implementation to occur in the 1979-80 school year.
sidera-					Students work in school-owned store to gain competency skills in things such as calculating wages, making change, and determining the equipment needed for a job.
		X individualized instruction			Teachers have been heavily involved in all developmental activities. Students master "life skills" by gr. 9 with intermediate benchmarks at the end of grs. 3 and 6.
		X	X		Math Skills Record Sheet developed by elementary staff to monitor student growth and proficiency in math and related areas.
l implementation math & tests	X (by 1980-81)	X through math and English laboratories)	X		Competencies developed in English and math and tests are being developed and piloted. Individualized, contractual labs planned for students who do not satisfactorily complete minimum requirements.
for					Math objectives developed for grs. 2-8, pilot testing in 1976-77. Language arts competencies and tests being developed. Competency test for grs. K-8 to be completed by June 1979.
l by		X remediation	X		Other aspects of measuring student competency include teacher evaluations and observation by senior teacher. Seniors who do not reach gr. 9 competency levels contract for individualized work.
SC-grs. 12		X remediation	X		
in communication		X remediation	X		Committee identified areas in which a student must prove competent: consumerism, math, democratic processes, oral and written communication, reading and life coping skills.
S wri-					Materials developed include a curriculum guide - "Verbal Communications Competencies, K-6", a directory of competency resources for teachers, and a composition guide - "Compcraft" - for grs. 7-12.
	X (as of '80)	X individualized instruction	X		Test results and teacher reports identify students in need of intervention and individualized attention. Formal Minimal Skills Intervention Program begins in gr. 7.
the					Functional competency curriculum compiled in accordance with Student Centered Learning System. Objectives identified as they relate to basic survival skills.
					No changes in graduation requirements are anticipated until substantive discussion and research are completed.
					Use of BSAT results are currently being discussed as well as competency standards to be set.

BAA - Basic Academic Aptitude
 BSAT - Basic Skills Assessment Test
 CAT - California Achievement Test
 crmsrm. - consumerism
 comp. - competency
 CR - criterion referenced
 CT - Cooperative Test (developed by ETS)
 CTBS - Comprehensive Test of Basic Skills
 dmrcrc. proc. - democratic processes
 EST - Everyday Skills Test
 ETS - Educational Testing Service

FMHSC - Foxborough, Massachusetts High School Competency Test
 ICSP - Individualized Computational Skills Program
 ITBS - Iowa Test of Basic Skills
 LA - language arts
 Min. Comp. Ex. - Minimal Competency Examination (Oxford)
 MTK - Metropolitan Test for Kindergarten
 oral & wrtn. commun. - oral and written communication
 PPSCT - Phoenix Public School System's Competency Test
 PPSSC - Pennsylvania Program for Social Studies Competency
 rdg. - reading
 SAM - Skills Achievement Monitoring system

Abbreviations Used in Summary Chart

SAM-VIP - Skills Achievement Monitoring-Vocabulary Improvement Program
 SAT - Stanford Achievement Test
 SCAT/STEP - School and College Ability Test/Sequential Tests of Educational Progress
 SDMT - Stanford Diagnostic Math Test
 SDRT - Stanford Diagnostic Reading Test
 SFSAS - Scott Foresman Skills Assessment Sheet
 SHARP - Senior High Assessment of Reading Progress
 situ. - situation
 Soc. St. - social studies
 STAS - Stanford Test of Academic Skills

Elizabeth J. Maillett
May, 1978

SPRINGFIELD

CONTACT PERSON:

John F. Howell
Director of Research
Springfield Public Schools
195 State Street
Springfield, MA 01103
(413) 733-2132

Kind of Community: big city
Student Population: 29,056
Per Pupil Expenditure: \$1,573

During the 1976-77 school year, Springfield tested all students in grades 4, 6, and 9 using the Comprehensive Tests of Basic Skills. A short ability test was also administered to determine a level of achievement which could be measured against a student's future progress.

Graduation requirements are currently established by the school committee. No changes in current school policies or programs are anticipated until substantive debate and research are completed.

A paper by John Howell, "Minimal Competency Testing: Some Remarks", dated February 23, 1978 is available for distribution.

WORCESTER

CONTACT PERSON:

Leo P. Glennon
Director of Measurement
Worcester Public Schools
20 Irving Street
Worcester, MA 01609
(617) 798-2521 Ext. 10

Kind of Community: big city
Student Population: 27,957
Per Pupil Expenditure: \$1,657

In 1977, the Worcester School Committee voted to "establish a comprehensive examination of practical subjects." Following this action, the Educational Testing Service's Basic Skills Assessment Test was selected and administered to 1,480 10th grade students in September 1977. Results of the test have been summarized and forwarded to the administration. Discussion is currently underway about the use of test results and the development of competency standards. Future plans include administering the Basic Skills Assessment Test to 8th grade students in the winter of 1978.

LOCAL SCHOOL DISTRICTS IN PRELIMINARY STAGES OF PROGRAM DEVELOPMENT

These school districts are in the initial stages of developing competency programs. The contact people listed below responded to our questionnaire, and provided us with information about the status of their plans. Although these programs have not reached the stage to be included in this booklet, we acknowledge their contribution to the development of competency programs in Massachusetts.

- Amesbury
David E. Lawliss
Principal, Amesbury High School
Highland Street
Amesbury, MA 01913
(617) 388-4800
- Amherst-Pelham
Donald B. Frizzle
Superintendent of Schools
Chestnut Street
Amherst, MA 01002
(413) 549-3690
- Braintree
John Monbouquette
Superintendent of Schools
10 Tremont Street
Braintree, MA 02184
(617) 848-4000
- Cambridge
Richard Phelps
Director of Language Arts
159 Thorndike Street
Cambridge, MA 02141
(617) 492-8000 Ext. 145
- Cape Cod
Regional Vocational
Technical High School
F. Timothy Carroll
Assistant Superintendent
Pleasant Lake Avenue
Harwich, MA 02645
(617) 432-4500
- Dedham
Harry W. McKay
Superintendent of Schools
30 Whiting Avenue
Dedham, MA 02026
(617) 326-5622
Peter M. Smith
Principal
Dedham High School
30 Whiting Avenue
Dedham, MA 02026
(617) 326-4473
- Hamilton-Wenham
William B. Fisher
Superintendent of Schools
775 Bay Road
South Hamilton, MA 01982
(617) 468-4464

- Holyoke

John Mahoney
Director of Projects
98 Suffolk Street
Holyoke, MA 01040
(413) 534-5678
- Lincoln-Sudbury
Regional High School

David L. Levington
Superintendent of Schools
390 Lincoln Road
Sudbury, MA 01776
(617) 443-9961
- Melrose

Robert E. Bachelder
Associate Superintendent of Schools
235 West Foster Street
Melrose, MA 02176
(617) 665-2284
- Northborough-
Southborough

Dennis DiSalvo
Assistant Superintendent and
Curriculum Director K-12
Bartlett Street
Northborough, MA 01532
(617) 393-2478
- Palmer

William J. Nelligan
Superintendent of Schools
24 Converse Street
Palmer, MA 01069
(413) 283-9813
- Pioneer Valley Regional
School District

Edwin F. Harrington
Superintendent of Schools
75 Main Street
Northfield, MA 01360
(413) 498-2911
- Shawsheen Valley Vocational
Technical High School

Benjamin Wolk
Superintendent of Schools
100 Cook Street
Billerica, MA 01866
(617) 667-2111
- Stoneham

Fred Kiamie
Vice Principal, Stoneham High School
101 Central Street
Stoneham, MA 02180
(617) 438-0646
- Sturbridge

Roland W. Wilson
Superintendent of Schools
Brookfield Road
Sturbridge, MA 01566
(413) 347-9014

- Wakefield

Stephen F. Maio
Superintendent of Schools
525 Main Street
Wakefield, MA 01880
(617) 245-6307

- Ware

Stanley M. Koziol
Superintendent of Schools
Ware Elementary School
Off Gould Road
Ware, MA 01082
(413) 967-4271

SECTION III

RESOURCES

POLICY ON BASIC SKILLS IMPROVEMENT

STATE BOARD OF EDUCATION, COMMONWEALTH OF MASSACHUSETTS

In November 1975, the State Board of Education began a major policy review of the need for minimum standards for high school graduation in Massachusetts. An ad hoc advisory committee was formed by the Board in March 1976 to assist with this review. In June 1977, the Board expanded this advisory group and formally established the Advisory Committee on High School Graduation Requirements. The Committee was charged to carefully study and prepare recommendations for the Board regarding the establishment of minimum standards of competency in certain basic skill areas to be achieved by students prior to graduation from high school. After more than two years of deliberations on this subject, including public hearings and meetings in all regions of the Commonwealth, the Board has received the Advisory Committee's conclusions and recommendations.

The Board of Education approves the Report of the Advisory Committee on High School Graduation requirements (attached). It adopts its recommendations as indicated below, modified on the basis of formal position papers received from the Massachusetts Association of School Committees, the Massachusetts Association of School Superintendents, the Massachusetts Teachers Association, the Massachusetts Association of Secondary School Principals, the Massachusetts Middle/Junior High School Principals Association, the Massachusetts Association of Elementary School Principals, and the State Student Advisory Council.

Throughout the two years of public discussion, certain conclusions became clear:

- * There is a problem that needs correcting. Parents, teachers, students, administrators, school committee members, employers and the general public are not satisfied with the level of basic skills competency some students demonstrate by the time of graduation from high school. No major objection was raised by any group about the existence of a problem during two years of deliberations.
- * To a great extent, the credibility of public schools and the educational community depends upon the degree to which the public believes this problem is being addressed vigorously and corrected in the immediate future.
- * Resolution of this problem should provide for maximum local involvement under the leadership of school committees and school superintendents.
- * The State Board of Education has a responsibility for providing leadership and assistance so that the problem of basic skills competency is identified appropriately and corrective action is taken locally to address this problem constructively.
- * Efforts to improve competency in the basic skills should begin before the high school level. Emphasis should be on diagnosing learning needs and adjusting the regular curriculum to these needs so that all students can attain minimum standards, rather than on testing and retention.

The Board of Education stresses that the purpose of this Policy is to improve the attainment of basic skills competency by students in public schools of the Commonwealth. Specifically, the Board adopts the Advisory Committee's position that:

"The purpose of a basic skills competency program is to assist all students in achieving mastery of basic skills prior to high school graduation through the provision of appropriate curriculum, instruction, and evaluation."

To accomplish this purpose, the Board of Education approves the following plan:

1. Each school committee will have the responsibility to establish minimum standards for basic skills competency in the areas indicated in #2 below, at the early elementary, later elementary and secondary grade levels by no later than September 1980.
 - a. School committees will decide by which specific grade or grades these standards should be attained and how they will be measured at each of the levels above.
 - b. School committees will provide for public participation in the development and periodic review of these minimum standards by parents, teachers, administrators, employers, and - at the secondary level - by students.
2. Each school committee will have the responsibility to establish minimum standards for the basic skills areas of mathematics, reading and writing by no later than September 1980 and minimum standards for basic skills areas of listening and speaking by no later than September 1981.
 - a. At the early elementary and later elementary levels, the minimum standards will be determined by each school committee.
 - b. At the secondary level, school committees will have the responsibility to establish minimum standards which incorporate and are no less than the specifications for mathematics and communications (reading, writing, listening, speaking) recommended by the Advisory Committee on High School Graduation Requirements, subject to continued refinement of these specifications by the Advisory Committee in early 1978-79.
3. Each school committee will have the responsibility for evaluating the basic skills competency of each student at the early elementary, later elementary and secondary levels.
 - a. School committees will decide at which grade or grades an evaluation will take place for each level, provided that at the secondary level this evaluation will be initiated no later than the beginning of grade 9. Once a secondary student has demonstrated proficiency on the secondary level basic skills competency test(s), he or she will not have to be tested again for this purpose.
 - b. School committees will have the responsibility to decide which evaluation instrument or instruments will be used at the early elementary and later elementary levels.

- c. At the secondary level, school committees will have the option of using (1) a basic skills competency test developed by the State Department of Education, (2) commercially available tests from a list approved by the State Department of Education, or (3) locally utilized or developed tests approved by the State Department of Education as being comparable to either (1) or (2).
 - d. Students and parents should be given the opportunity to see the corrected evaluation instruments so they can be informed of strengths and weaknesses in basic skills competency.
 - e. School committees are encouraged to review their existing testing programs with the aim of incorporating this Policy within existing expenditures for student testing. These expenditures will be reimburseable under state aid.
4. Each school committee shall annually certify and report to the public and to the State Board of Education the number and percentage of students who have and have not attained the minimum standards for basic skills competency determined by the school committee for the early elementary, later elementary and secondary levels. By no later than 1982-83, the data reported for the secondary level will be for grade 11 or 12.
5. The provisions of this Policy shall be applied as follows to students in special education and bilingual education programs as defined by applicable state laws.
 - a. The application of minimum standards for basic skills competency to students determined to be in need of special education in accordance with G.L. Chapter 71B (Chapter 766) shall be at the determination of the evaluation team responsible for developing and approving the Individual Educational Plan for each special needs student. The evaluation team shall determine whether the special needs student should be evaluated in terms of the minimum standards for basic skills competency and whether the results of this evaluation should be included in the aggregate test results in #4 above. Such decisions should be recorded in the Individual Educational Plan.
 - b. Students identified, screened and enrolled in programs governed by G.L. Chapter 71A (Transitional Bilingual Education Act) shall not be subject to the provisions of this Policy. Students who have completed Transitional Bilingual Education programs in accordance with G.L. Chapter 71A shall be considered as any other student under this Policy.
6. The purpose of this Policy is for school committees to determine minimum expectations for basic skills competency for the regular educational program of the public schools in Massachusetts. The educational specifications for mathematics and communications skills recommended by the Advisory Committee on High School Graduation Requirements were developed by teachers on the basis of what should be minimum instructional expectations from the regular curriculum offerings of public schools. If these expectations are not being adequately fulfilled, the regular curriculum should be adjusted or modified. The purpose of this Policy is not to establish a new or separate instructional program beyond the support services normally provided in public schools of the Commonwealth.

- a. If, by the beginning of grade 11, a student has not been able to satisfactorily attain the minimum standards of basic skills competency, as determined by each school committee, the principal of the school attended by the student shall determine whether the student should be referred for evaluation in accordance with the Chapter 766 Regulations (Section 315.1) to determine if that student needs special education. (Nothing contained herein should preclude referral at an earlier grade level in accordance with normal practices of school districts under Chapter 71B.)
 - b. The purpose both of the minimum standards and the evaluations called for by this Policy is to assist in diagnosing student needs and in identifying curriculum areas which should be adjusted or modified. The purpose is not to establish a new condition for promotion or graduation. These policies of school committees should continue to be based on several criteria and several sources of information rather than on any single test.
7. The Board of Education's Regional Education Councils, with the assistance of a subcommittee designated by the Council, and with staff support from the Department of Education, shall be responsible for reviewing the implementation of this Policy on Basic Skills Improvement in each region.
 - a. By September 1980, each school committee shall affirm to the appropriate Department Regional Education Center that it has established the program called for by this Policy at the early elementary and later elementary levels.
 - b. By September 1980, each school committee shall submit to the appropriate Department Regional Education Center its secondary level program for basic skills improvement. The Regional Education Council shall review each school committee's plan based on the criteria contained in the Advisory Committee's Report and recommended approval to the Board of Education if said plan fulfills the requirements of this Policy.
8. The Board directs the Department of Education to prepare requests for the Fiscal Year 1980 Department of Education budget recommendations to the Governor which include staffing to provide the technical assistance needed by school districts to implement this Policy. Further, the Board will proceed to encourage public institutions of higher education to assist in the implementation of this Policy, and will seek funding from the Great and General Court for the Commonwealth In-Service Institute to enable the Institute to aid school districts in implementing this Policy.
9. The Board designates the Advisory Committee on High School Graduation Requirements to serve as the principal advisory committee on matters related to this Policy. It further directs that the Advisory Committee complete as early as possible in 1978-79 the specifications for minimum standards in mathematics and communication skills, and begin the development of optional minimum standards for consideration by school committees in areas earlier considered by the Advisory Committee such as career information, social responsibility, environment and the arts.
10. The Board has been convinced that it should not, at this time, adopt a policy which makes awarding of the high school diploma contingent

on satisfactory performance on any single test of basic skills competency. This Policy, as adopted, fulfills the intent of the Board to improve basic skills competency in partnership with local school officials. On the basis of local experience in the implementation of this Policy, however, the Board will review the need for and feasibility of including basic skills competency as one of the requirements for a diploma in the future. It directs the Advisory Committee on High School Graduation Requirements to review this matter after implementation of local minimum standards beginning in 1980-81 and to report to the Board on this issue no later than June 1983.

REPORT OF THE ADVISORY COMMITTEE ON HIGH SCHOOL GRADUATION REQUIREMENTS

1. Introduction

The Advisory Committee on High School Graduation Requirements was given the task by the State Board of Education of studying the feasibility of a competency test of basic skills program for the Commonwealth of Massachusetts. The Advisory Committee was asked to make recommendations relative to such a competency assessment program which the State Board could incorporate into a policy for the schools of Massachusetts.

After many months of studying the subject of basic skills competency testing and discussing proposals to recommend to the State Board of Education in the Commonwealth of Massachusetts, the full Advisory Committee met on May 9 and 10, 1978 to develop a body of recommendations for the State Board of Education which should be adopted as a policy on basic skills competency assessment. The Advisory Committee concentrated its efforts on recommendations submitted by the Policy Committee which were further refined by the twelve member Steering Committee.

The recommendations which follow are based upon some general conclusions reached by a majority of the Advisory Committee's members. These are stated at the outset because they establish a frame of reference for what follows.

1. The Advisory Committee feels that the State Board of Education must take a strong leadership role relative to basic skills competency assessment in the school districts of Massachusetts. The Committee is well aware of the pressures on the State Board of Education from various publics to address vigorously the alleged lack of minimal competency in basic skills on the part of a number of high school graduates. This public concern is evidenced by several bills before the Great and General Court which would mandate some form of state-wide competency testing. The Advisory Committee is also aware that this is a national concern. The State Boards of Education in over thirty states have already adopted policies to meet this real or apparent need.

2. The Advisory Committee recognizes that local communities and school districts must play a major role also in the development of a basic skill competency assessment program if it is to benefit the education of the pupils in our schools. Therefore, the Advisory Committee recommends a concept of

competency testing and a set of guidelines that allow local school districts to develop much of the details of a basic skills competency assessment program including selection of testing instruments and procedures to be used. This will encourage input from community agencies and citizens to local school districts and generate support for school personnel who must implement the program locally.

As a result of this basic skills competency assessment program, local school districts will benefit from an evaluation of the basic skills assessment data and be able to make positive changes in the curriculum and instruction to meet documented needs.

3. The Advisory Committee on several occasions during its deliberations opposed proposals which would recommend to the State Board of Education that it mandate passing a test or tests of basic skills competency as a requirement for high school graduation at this time. The Committee opposed the concept of the State requiring local districts to administer a State test of basic skills competency as a graduation requirement. The Advisory Committee has had the advantage of being able to review and evaluate competency test programs in other states, the reports of consultants, articles in professional journals, reports, and position papers of professional associations and organizations, and letters of educators and citizens as bases for their recommendations.

Competency testing of basic skills is a relatively recent movement and can mean a variety of things. In its broadest context, it refers to the assessment of a person's skill, proficiency, knowledge of facts, and understanding of concepts. In the current and narrow sense, competency testing is thought of as an assessment of the ability of a person to apply certain skills and concepts to answer questions or to respond to situations that one would experience in ordinary activity in his or her environment. A competency test in this context differs from the achievement tests currently used at different grade levels in most of our schools. These tests contain a preponderance of questions or items that are based upon the curriculum assumed to be taught in our schools and provide good diagnostic information for administrators and teachers.

The competency tests developed in the last few years are designed to measure a pupil's ability or competency to apply basic skills and, therefore, attempt to respond to the wave of criticism by various segments of the public, who insist that increasing numbers of high school graduates are not able to do simple tasks requiring basic skills.

The Committee feels that competency tests currently in vogue could not appropriately be given before grades 8 or 9. However, identifying pupils at an early age who have not mastered skills and concepts by an appropriate time should be a primary purpose of competency testing. Therefore, the use of curriculum-based diagnostic achievement tests rather than "competency tests" would provide a better means of earlier identification of pupils in need of additional basic skill development.

Although information gained from "competency tests" would be useful and possibly valid, the efforts of staff and resources of school districts would be much better spent in the development of a more structured and organized approach to teaching the basic skills in the curriculum. Monitoring pupil

progress in learning basic skills from the earliest years in school and in providing instructional help and support as soon as the need becomes apparent, was of paramount importance to the Committee.

Also, both Task Forces considered the competency tests now available for purchase and found that none of the commercially prepared tests fulfilled the specifications established by the Task Forces. Therefore, the Task Forces developed their own assessment instruments. The Mathematics Task Force wrote many of the test items, and the Communications Task Force revised those items presented to them. It can be said that all assessment instruments faithfully adhere to the specifications established by the Task Forces, and the successful field testing indicates that the specifications reflect what can be done in the school setting.

Some other reasons which led the Advisory Committee to the above conclusion are:

Graduation requirements in the Commonwealth, at the present time, are school requirements related to prescribed courses of study established by local school committees for their respective student populations. There is no assurance, at this time, that a State imposed competency test will deal with the content with which all of the students in a school district have been exposed to in their school experience.

A test of minimum competency as a requirement for graduation may lead to a diminution of the importance of attaining as much proficiency as a student can in relation to his or her potential.

The institution of a competency test as a requirement for high school graduation, at this time, would place the burden on the weaker academic achiever and hold him or her accountable in a 'de facto' situation.

It would be premature to impose a State competency requirement for graduation, at this time, without allowing school districts to conduct a critical analysis of their instructional requirements for goals, and a focus on the curriculum, instruction and assessment resources available in the school district.

Not requiring a competency test for graduation, at this time, would allow local school districts an opportunity to develop a formative assessment plan for monitoring student achievement of identified competencies before instituting a summary-type competency test in Grades 9 through 12 as a condition for graduation from high school.

The Advisory Committee recommends that the competency testing program in the Commonwealth of Massachusetts mandate assessment of basic skills achievement at the earliest grade levels feasible and at each appropriate grade level thereafter to (1) monitor individual achievement and progress, (2) provide early instructional help to pupils with diagnosed needs, (3) evaluate the effectiveness of the curriculum and instruction, and (4) make appropriate changes and improvements in the total educational program.

Local school districts could if they so desire require the achievement of a certain level of competency in the basic skills as a prerequisite for graduation, but this would not be a State mandate at this time.

Each of the Advisory Committee's recommendations was voted upon individually. A record of the voting is available upon request.

A PROPOSED POLICY FOR A BASIC SKILLS COMPETENCY PROGRAM

Purpose

The purpose of a basic skills competency program is to assist all students in achieving mastery of basic skills prior to high school graduation through the provision of appropriate curriculum, instruction, and evaluation. The areas of communications and mathematics are identified as the areas to be developed in the first phase.

Students need basic skills in order to achieve higher order skills such as interpretation, analysis, synthesis, and judgement, as well as to acquire knowledge, and to learn by practice and experience to apply their skills and knowledge to life situations.

Recommendations

The Advisory Committee recommends that...

1. No state policy be adopted that requires the passing of a competency test or tests as a requirement for high school graduation for at least five years.
2. The State Board of Education at this time identify the basic skills areas as those recommended by the task forces of the advisory committee. The basic skills areas are as follows: Mathematics-Exhibit I; Reading-Exhibit II; Writing-Exhibit III; Listening/Speaking-Exhibit IV.
 - 2.1 These basic areas, as specified, may be further developed based upon input from local districts, community agencies and citizens.
3. The State Board of Education require each local school district to establish a basic skills competency program relative to the above areas.
4. The local school district will submit for approval to the State Board of Education, through a regional review process, a plan for a basic skills competency program which includes each point (4.1-4.8). The purpose of the plan will be to indicate the means by which the local school district will certify that pupils have or have not achieved specified basic skill competencies. More specifically, the local district will provide for...
 - 4.1 Specification of basic skills competencies and a description of methods by which they were adopted.
 - i. The local school district will establish specific basic skills competencies through broad community and staff involvement which supplement those basic skills areas specified by the State.
 - 4.2 Description of assessment procedures and instruments used in measuring student achievement in basic skills competency areas.

- i. The local school district may develop its own measurement instruments subject to state approval or may select from measurement instruments developed or approved by the state.
 - ii. Local school district monitoring of each student's acquisition of basic skills should begin in the primary grades.
- 4.3 Specification of performance criteria to be used in determining student achievement in basic skills competencies.
- 4.4 Description of procedures for reporting to parents, students, teachers and administrators following each student's competency assessment.
 - i. The local school district will publish information annually and include:
 - a) Where in the curriculum the competency areas are covered.
 - b) What diagnostic and follow up instructional services are available.
 - c) What local basic skills competency requirements there may be for high school graduation.
 - ii. The information will be distributed to all parents, students and administrators.
- 4.5 Report of aggregate assessment data.
 - i. The local school district will include a description of the procedures used to analyze, report and publish the aggregate data locally.
- 4.6 Assurances that appropriate follow-up instructional programs and services are provided to individual students not demonstrating achievement in basic skills competencies following each competency assessment.
 - i. The local school district will provide assurances of appropriate diagnostic and follow-up instructional programs relating to the basic skills competencies.
- 4.7 Description of a plan for monitoring, evaluating and modifying the basic skills competencies.
 - i. The local school district will review present school programs and curriculum for all grades in light of its established specified competencies and make appropriate modifications as necessary.
 - ii. The local school district will provide assurances that instructional services and programs leading to the achievement of the competencies are available to all students.
 - iii. The local school district will make provision for a review of curriculum and instruction following an analysis and reporting of student achievement data.

- iv. The local school district will provide assurances of appropriate staff development efforts that have been planned in consultation with staff affected and that relate to implementation of the basic skills competency program.

4.8 Assurances of compliance with State Board of Education's guidelines for exemptions, waivers and appeals for students with specialized needs.

5. The State Board of Education will:

5.1 Establish a regional review process through which the local school district's basic skills competency program must be approved.

5.2 Make available to the local school district consultant and technical assistance to help in planning and implementing the basic skills competency program.

5.3 Develop policies for exemptions, waivers and appeals for students as well as for school districts affected by basic skills competency program requirements.

5.4 Launch a public information program to explain the purpose and potential of the State Board of Education's policy on competency program development.

5.5 Through the State Assessment Program, provide for a continual, longitudinal study of the impact of its competency program policy.

5.6 Provide adequate funds and staff as a precondition for implementation of this program.

Specifications For Mathematics

A. Numbers and Numeration Concepts

1. Recognize number symbols, whole numbers, fractions, decimals, and exponents
2. Identify odd and even numbers
3. Count by 10's and multiply and divide by powers of 10
4. Put numbers in numerical order
5. Understand ratio and proportion
6. Recognize equivalent fractions

B. Arithmetic Computations

1. Add and subtract whole numbers
2. Multiply a three digit whole number by a two digit whole number
3. Divide a four digit whole number by a two digit whole number
4. Add and subtract two mixed numbers
5. Multiply and divide whole numbers or money by fractions
6. Perform operations with decimal numbers
7. Change a fraction to a decimal
8. Find a percent of a number in situations such as simple interest, discounts, commissions, and taxes
9. Solve simple word problems using temperature and time

C. Uses of Variables

1. Use a variable as a place-holder in a mathematical expression
2. Use juxtaposition as an abbreviation for multiplication
3. Use simple formulas

D. Estimation and Approximation

1. Round off numbers to the nearest tenth, hundredth, and thousandth
2. Multiply by 10, 100, and 1000
3. Approximate the answer to a computation problem
4. Approximate discounts, money, percents, and totals
5. Estimate length, weight/mass, capacity, time, temperature, area, and volume
6. Estimate by making comparisons with convenient known measures
7. Estimate by rounding up to the number of dollars needed to purchase several items

E. Measurement and Geometry

1. Choose an appropriate measurement instrument involving both customary and metric units
2. Read scale drawings
3. Use a map to compute highway distances
4. Choose an appropriate unit of measurement, metric or customary
5. Compute the total cost, given cost per unit
6. Convert common measurements within the same system
7. Identify parallel, perpendicular, and intersecting lines
8. Identify a right angle
9. Identify a square, rectangle, triangle, and parallelogram
10. Identify a right triangle
11. Identify radius, diameter, and center as related to circles
12. Identify a cube, cylinder, and sphere
13. Find the perimeter and area of a triangle, square, rectangle, and parallelogram
14. Find the volume of a cube or rectangular solid

F. Graphs and Tables

1. Interpret a bar graph
2. Interpret a circle graph
3. Interpret a line graph
4. Read a table
5. Interpret a step graph

G. Prediction of Events and Statistics

1. Determine the probability that an event will occur
2. Determine the probability of the complement of an event
3. Find and use the arithmetic mean and median for a group of numbers

Specifications For Reading

The committee has divided the basic reading competencies into four divisions merely for efficiency of report. In no way does this division mean to suggest a hierarchical structure. The four aspects of reading exist concurrently. It is only the task's relative sophistication which determines its position on the learning continuum.

<u>A. Basic Word Recognition</u>	<u>B. Literal Comprehension</u>	<u>C. Interpretive Comprehension</u>	<u>D. Evaluative Comprehension</u>
<ol style="list-style-type: none"> 1. Recognize and recall words. 2. Comprehend word meanings in context: <ol style="list-style-type: none"> a. recognize and recall the meaning of high frequency words accurately and quickly. b. recognize the components of a word: <ol style="list-style-type: none"> 1) roots 2) affixes 3) compound words 4) variants 5) derivatives 	<ol style="list-style-type: none"> 1. Understand the explicit meaning of written phrases, clauses, sentences, paragraphs, and longer modes of discourse. 2. Understand and follow directions. 3. Recognize the main parts of a written passage: <ol style="list-style-type: none"> a. main idea b. supporting details c. recapitulative conclusion. 4. Ability to sequence: <ol style="list-style-type: none"> a. chronological b. spatial 5. Identify organizational patterns of development: <ol style="list-style-type: none"> a. general -- specific b. concrete -- abstract c. comparison -- contrast d. important -- unimportant 6. Understand explicit meaning of charts, maps, graphs, etc. 	<ol style="list-style-type: none"> 1. Recognize unstated relationships in a written passage: <ol style="list-style-type: none"> a. draw a conclusion through appropriate inferences. b. generate a principle from a series of details or specifics. 2. See and explain the implicit steps of a process: <ol style="list-style-type: none"> a. make implicit steps explicit. b. recognize comparable steps in similar processes. 3. Translate idiomatic expressions into its literal meaning (e.g. advertising). 	<ol style="list-style-type: none"> 1. Make judgements about the ideas found in a passage: <ol style="list-style-type: none"> a. between accurate and inaccurate information. b. differentiate between essential and non-essential information. c. differentiate between fact and opinion. d. detect false or specious logic. 2. Make judgements about the methods of presentation found in a passage: <ol style="list-style-type: none"> a. recognize propaganda techniques. b. recognize rhetorical techniques such as those found in journalism and advertising.

Exposure and Maturation Awareness Experiences

Listed below are seven general reading experiences that students should repeatedly encounter during their secondary school education. The subcommittee believes that these experiences can be credentialized more effectively by professional observation rather than by any form of testing.

To complete the competency requirements in reading, the student will have participated in:

1. A variety of reading experiences which include reading for information and reading for pleasure.
2. A variety of reading experiences designed to develop personal values.
3. A variety of reading experiences emphasizing the universality of man and demonstrating that this quality transcends the limits of time or geography.
4. A variety of library experiences which develop the ability to know and to use library resources.
5. The study of various literary genres.
6. The oral interpretation of the written word.
7. A variety of reading activities which will develop the ability to relate what is being read to real or imagined experiences.

Although books are consumable objects, they are the traditional means by which learning and thought is transmitted and maintained. Consequently, their value is high. Books are not to be willfully mutilated, are not to be scorned, are not to be destroyed. A healthy rational respect of books as objects is the keynote of an "aware" reader.

Specifications For Writing

A. Substance

Does the writer have something to say?

Does the writing clearly target a specific audience?

1. Knowledge

Does the student demonstrate knowledge of the subject?

- a. Are general statements supported with specific details?
- b. Is the writing credible?

2. Purpose

Does the writer have a reason for saying something?

- a. Is the purpose clear?
- b. Is it consistent?
- c. Is it logical?

3. Organization

Are the ideas sensibly arranged?

- a. Is the writing unified?
- b. Is it clear?
- c. Is it logical?
- d. Does the writing progress from one point to another?
- e. Are there appropriate connections or transitions?
- f. Is the organization of the writing appropriate?
 - 1) to the purpose?
 - 2) to the audience?

4. Diction

Does the writer choose precise words?

- a. Do the words help the audience to see, taste, feel, hear, smell, touch?
- b. Is vocabulary appropriate?
 - 1) to the audience?
 - 2) to the purpose?

5. Completeness

Does the writer fulfill the purpose?

- a. Is adequate information provided?
- b. Is the writing free of irrelevancy?
- c. Does the conclusion effectively reemphasize the purpose?

B. Mechanics

Does the writer follow the conventions of writing in exposition?

1. Capitalization

Have proper nouns, proper adjectives, and beginnings of sentences been capitalized?

2. Punctuation

Has the writer used punctuation marks appropriately?

- a. Terminal: period, question mark, exclamation point?
- b. Internal: comma, apostrophe, semi-colon, quotation marks and colon?

3. Spelling

Is the writing reasonably free of spelling error, particularly words used in conventional writing?

- a. Does the writer demonstrate mastery of common spelling rules?
- b. Does the writer demonstrate correct spelling of unusual words, given the help of a dictionary?

4. Handwriting

Is handwriting legible?

C. Language usage

In expository writing has the writer used standard written English appropriate to the situation?

1. Agreement

Do the subjects and verbs and pronouns and antecedents agree?

2. Verbs
 - a. Are the standard forms of irregularly inflected verbs used correctly?
 - b. Is the tense consistent?
3. Sentence structure
Is the writing free from sentence fragments and/or run-on sentences?
4. Adjective/adverb confusion
Are adjectives and adverbs used correctly?
5. Is the writing free from the use of double negatives?

Applications for Writing Skills

A. Social

1. Informal

- a. Messages
- b. Personal letters
- c. Thank-you notes
- d. Directions

2. Formal

- a. Invitations
- b. Acceptances
- c. Polite refusals

B. Business/Vocational

1. Formal letters

- a. Business orders
- b. Requests for adjustments
- c. Letters of applications including personal qualifications
 - 1) Employment
 - 2) College

2. Application forms

- a. Driving license
- b. Employment
- c. Order

3. Reports

- a. Accident
- b. Presentation of facts
- c. Expression of opinion
- d. News events
- e. Meetings

C. Civic

1. Letters to:

- a. The editor
- b. Public officials or political leaders

2. Presentations to:

- a. Community groups
- b. Peer groups

3. Statements of opinion on social and political concerns

4. TV/radio editorial comments

- D. Academic
 - 1. Narrative
 - 2. Description
 - 3. Synopsis
 - 4. Essay
 - 5. Research report
 - 6. Dialogue
 - 7. Outline
 - 8. Response to literature

Specifications For Listening

A. Plain Sense Comprehension

- 1. Identifying main ideas.
- 2. Remembering significant details.
- 3. Remembering simple sequences of ideas.
- 4. Understanding denotative meanings of important words.

B. Interpretation

- 1. Understanding implications of main ideas.
- 2. Understanding implications of significant details.
- 3. Understanding interrelationships among ideas and the organization pattern of spoken material well enough to predict what will be likely to come next.

C. Evaluation, Application

- 1. Judging validity and adequacy of main ideas and distinguishing fact from fancy and proved statements from opinion and judgment.
- 2. Judging sufficiency of supporting details in accomplishing their purpose, distinguishing relevant details from the irrelevant, and judging whether or not additional information is needed to prove the speaker's point.
- 3. Criticizing organization and development of spoken material, being aware of self-contradictions by the speaker, and recognizing the devices the speaker uses to influence the listener's thinking.
- 4. Judging whether the speaker has created the intended mood or effect - and if he or she has failed, why.
- 5. Recognizing the intent of the speaker - what he or she wants the listener to do and ways in which ideas can properly be applied in new situations.

Specifications For Speaking

The content specifications for the speaking checklist have been abstracted from those competencies identified in the report of the Listening/Speaking Sub-Committee of the Communication Task Force. It should be noted here that the competencies identified in that report represent a hierarchy of essential listening/speaking skills, not a specific prescription for a test instrument.

Speaking Competencies

A. Relates General Information

1. Focuses on the topic
2. States facts clearly
3. Describes events
4. Explains and clarifies facts or events
5. Emphasizes the main point
6. Tells things in logical order

B. Requests General Information

1. Phrases questions clearly
2. Asks for further information, clarification, reasons, or examples
3. Asks relevant follow-up questions

C. Relates Personal Information

1. Expresses agreement or disagreement
2. Expresses pleasure or displeasure
3. Expresses personal values
4. Expresses opinions

D. Requests Personal Information

1. Asks for comments on work
2. Asks about another person's feelings or opinions

E. Modifies Speech in Response to Listeners

1. Uses appropriate content, vocabulary, and voice tone
2. Changes speech as audience changes
3. Relates statements or questions in response to audience statements

F. Uses Speech Persuasively

1. Supports statements with evidence
2. Identifies propaganda techniques
3. Knowingly states opinions
4. Brings out different points of view
5. Raises the next point
6. Proposes a resolution, plan of action, or conclusion

ANNOTATED BIBLIOGRAPHY

General Bibliography

Airasian, Peter and Madaus, George. "Issues in Evaluating Student Outcomes in Competency-Based Graduation Programs." Journal of Research and Development in Education, Vol. 10, Spring 1977 pp.79-81.

This article addresses the broader issues associated with the implementation and evaluation of competency-based graduation programs. Specific topics include problems associated with the identification of competencies, the effect of competency-based programs on the aims and emphases of secondary education, and the effects on the curriculum.

Anderson, Earl N. Coping With Oregon's New Competency-Based Education Requirements - The View From A Practitioner. Available from: Metropolitan Administrative Service Center, P.O. Box 16657, Portland, Oregon 97216. 1975.

Problems encountered by Oregon school districts in implementing the state's mandated K-12 state-wide competency program are discussed in this article. Major difficulties encountered were: 1) initial guidelines were not available, 2) financial allocations were insufficient, and 3) the time span allowed for development and implementation of the program was too short. Many districts in Oregon successfully adopted a consortium approach to deal with these difficulties. School districts pooled talents to develop materials for implementing Oregon's program requirements.

Bossone, Richard M, and Trayka, Lynn Quitman. Proceedings: The National Conference on Minimum Competencies: Trends and Issues. Center for Advanced Study in Education, the Graduate School and University Center of the City University of New York. March 4, 1977.

This conference provided a forum for exchanging ideas and information about developing guidelines for measuring minimal competencies. Topics included competency legislation, major problems and issues, and testing strategies for measuring competency. Papers delivered included "An Overview Regarding Minimal Competencies" by Chris Pipho, "Minimum Competencies: Problems and Opportunities" by Gordon M. Ambach, "Item Characteristics and Criteria" by Donald Ross Green, and "The Need for Test Security", by Anthony Polemeni. The editors compiled and included a set of questions and answers related to competency-based education.

California State Department of Education and the San Mateo Educational Resource Center. Resource Catalog for Proficiency Assessment. California State Department of Education. 721 Capitol Mall, Sacramento, CA 95814. August 1977.

This resource book was developed to assist local California school districts in implementing Assembly Bill 3408 (Hart Bill), which requires that local school districts establish high school graduation requirements and proficiency standards for basic skills. The resource book was developed in

conjunction with the San Mateo Educational Resource Center (SMERC), a comprehensive information center in California. A computerized search of the Educational Resource Information Center (ERIC) and SMERC files on this topic yielded 118 entries. Annotated articles cover a range of issues: the philosophy of competency-based education; program implementation; competencies in mathematics, language arts, and other subjects; and testing information.

Educational Leadership. Association for Supervision and Curriculum Development, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20006. Vol. 35, November 1977.

This issue is devoted to "Competencies as the Aim of Education", and includes articles on competency programs in Maryland, Oregon, Washington, D.C., and Pennsylvania.

"Educators are Divided on Return to Basics, Competency-based Education, Survey Shows." School Administrator, Vol. 34, October 1977, pp. 1-8.

There is very little consensus about the competency movement among school administrators. This short article reviews the results of the American Association of School Administrators' (AASA's) survey of its membership on this subject, and summarizes the positions for and against competency-based education, as well as administrators who are waiting for further developments in this area. The article lists questions voiced by many administrators about the competency movement. It makes reference to the AASA's Critical Issues Report on the Competency Movement: Problems and Solutions. (See Shirley Boes Neill below.)

Houston, W. Robert, and Warner, Allen R. "The Competency-Based Movement: Origins and Future." Educational Technology, Vol. 17, June 1977.

The implications of competency-based education in teacher training programs are examined in this article. "Performance-based" terminologies are defined and distinguished. The authors review the popularity of competency-based teacher education programs at the state, federal, and international levels. Criticisms of competency-based education in the teaching profession are also included ranging from the misuse of competency-based education programs to the basic impracticality of the approach. The article also provides a lengthy list of references focusing on competency-based teacher education.

Issues: Back to Basics. Massachusetts Association for Supervision and Curriculum Development, Tufts University, Medford, MA 02155. Fall 1976.

Back to Basics is a compilation of twelve short articles written by Massachusetts educators. Articles include: a discussion of what is meant by "the basics", criticism of the Back to Basics movement, and a listing of what certain districts have identified as basic or essential skills.

McClung, Mark Steven. "Are Competency Testing Programs Fair? Legal?" Phi Delta Kappan, Vol. 59, February 1978, pp. 397-400.

This article addresses issues of discrimination that may arise from the adoption of competency testing, such as: 1) the curricular and instructional validity of the test, 2) the possibility of linguistic or cultural bias, 3) the need for inclusion of an adequate phase-in period, 4) the adequate provision of remedial instruction, 5) the possibility of the programs becoming tracking mechanisms, and 6) the issue of student accountability for unsatisfactory performance.

Miller, Barbara Soloth. Minimum Competency Testing: A Report of Four Regional Conferences. St. Louis: Central Midwestern Regional Educational Laboratory. January 1978.

This report summarizes the issues raised by speakers and participants at four regional conferences on minimal competency testing held in 1977, sponsored by the Education Commission of the States, in conjunction with the National Institute of Education and the Carnegie Corporation. Viewpoints of parents, students, teachers, and legislators, among others, are included as part of an in-depth consideration of various issues such as accountability, and guidelines for developing and implementing competency programs. Annotations of major papers prepared by major policy analysts in the field are included. An appendix includes Chris Pipho's "State Activity in Minimal Competency Testing" chart, and Henry Brickell's "Seven Key Notes On Minimal Competency Testing."

Neill, Shirley Boes. Critical Issues Report: The Competency Movement: Problems and Solutions. Sacramento, California: Education News Service for the American Association of School Administrators (AASA). 1978. (available for \$8.95 each from AASA, 1801 N. Moore Street, Arlington, VA 22209).

One of a series of Critical Issues Reports published by the American Association of School Administrators, this report focuses on issues surrounding the competency movement. Topics include: the origins, problems, and prospects of the competency movement; administrators' perspectives on the competency movement; a survey of school districts such as Denver, Syracuse, and Los Angeles that have adopted competency programs, and information on the National Assessment of Educational Progress.

Pipho, Chris. State Activity: Minimal Competency Testing. Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado, 80295. March 15, 1978.

This is an easily readable chart that lists the activities of states working on competency projects. The grid covers such areas as the setting of standards, grade levels assessed, skill areas assessed, the use of standards and tests, and formal actions taken by states on this issue.

Pipho, Chris. Update VII: Minimal Competency Testing. Denver: Education Commission of the States. (\$6.50/copy, pre-paid).

This report includes federal and state legislation, State Board of Education rulings, State Department of Education activity, and local district programs for minimal competency testing. Contact persons and addresses are included.

Reilly, Wayne. Competency Based Education: Some Educational, Political and Historical Perspectives. Available from: Institute for Educational Leadership, Washington, D.C., September 1977.

Competency-based education is becoming the educational movement of the 70's. Therefore, it is necessary to understand its origins, educational basis, and its political ramifications, in order to intelligently develop and implement programs. This paper draws upon concrete examples in discussing a definition of competency-based education; the historical roots of this movement; contrasting approaches to competency-based education in Gary, Indiana and St. Paul, Minnesota; and a survey of criticisms of competency-based education.

Resources for Performance-Based Education: State Minimal Requirements for High School Graduation. The Resource and Referral Service of the Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210.

This brochure, one of a series of mini-lists developed by the Resource and Referral Service is an annotated bibliography including seven major organizations studying and compiling information about the minimal competency movement. Pending federal legislation filed by Congressman Mottl (Ohio) to establish national educational proficiency standards is also described.

Spady, William G. "Competency-Based Education: A Bandwagon in Search of Definition." Educational Researcher, January 1977, pp. 9-14.

The author warns of the pitfalls of bandwagon movements, and devotes most of his article to six critical elements associated with the competency-based education movement: outcomes, time, instruction, measurement, certification, and program adaptability. Spady asserts that schools must carefully consider and define these issues before competency programs are adopted.

Tractenberg, Paul L. The Legal Implications of Statewide Pupil Performance, Central Midwestern Regional Educational Laboratory for the Education Commission of the States, Denver, Colorado. September/October 1977.

In order to explore the legal implications of statewide pupil performance standards, the author reviews their historical background, then examines various constitutional, statutory, and common law theories supporting challenges to standards adopted, or likely to be adopted, by states. Arguments are discussed which state that the establishment of statewide per pupil performance standards is legally required. The paper concludes with suggestions about the future legal course of these standards.

Walker, Decker F. "The Hard Lot of the Professional in a Reform Movement." Educational Leadership, Vol. 35, November 1977, pp. 83-85.

The subject of this editorial is the politics of educational change and reform. The author examines how lay people and professional educators approach educational change. His thesis is that the process for making public policy in education is dramatic, yet convenient, and that it is the responsibility of professional educators to make it more effective and constructive. The author suggests that the competency-based education movement should be the forum in which to promote change in educational policy-making. The remainder of this issue of Educational Leadership focuses on competency-based education.

Weber, George. "New Competency Requirements for the High School Diploma." Council for Basic Education Bulletin. Vol. 22, January 1978, pp. 1-7.

This article summarizes the alleged causes of functional illiteracy in high school graduates and suggests that the practice of "social promotion" is a major cause. Weber describes the comprehensive approach to a competency-based "proficiency diploma", exemplified by Oregon's competency objectives. The limited approach is typified by states such as Arizona, and local districts such as Denver. The author describes all the states and some local districts that adopted minimum competency requirements prior to June 1977.

Testing Bibliography

Annotated Bibliography on Applied Performance Testing. Clearinghouse for Applied Performance Testing, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204, February 1978.

This annotated bibliography is a compendium of tests and materials related to applied performance testing. Materials listed can be obtained from the Clearinghouse.

Bhaerman, Robert D. "What Do Teachers Think About Tests and Testing?" American Educator, Vol. 1, Winter 1977, pp. 10-14.

A discussion generated at the April 1976 meeting of the American Federation of Teachers Task Force on Educational Issues resulted in the development of a questionnaire about standardized tests. Questions ranged from the use of standardized tests and the curriculum, to suggestions for improvement of tests. Responses from elementary and secondary school teachers suggested aspects of tests that should be utilized or discarded. The article concludes with twelve recommendations by the American Federation of Teachers task force.

Brady, Elizabeth. "To Test or Not To Test." American Educator Vol. 1, Winter 1977, pp. 3-9.

Brady examines the pervasive use of standardized tests within the American education system, and the impact of test results upon educational decision-making. The article is intended to assist teachers to better understand,

criticize, select, and score standardized tests, and to examine effects of testing upon the curriculum. The author also proposes alternative means of assessing students.

Brickell, Henry M. "Seven Key Notes on Minimal Competency Testing." Presented at four regional conferences sponsored by the Education Commission of the States and The National Institute of Education. Fall 1977.

This paper is intended as a guide for anyone planning to develop tests for a minimal competency program. The article discusses seven basic questions: which competencies should be required?, how and when should they be measured?, how many minimums should be set?, how high should the minimums be set?, should these minimums be for the student or the schools?, and what should be done about students who do not pass the competency tests? A useful policy alternatives checklist for minimal competency testing is included.

Brickell, Henry M. Let's Talk About...Minimum Competency Testing, Education Commission of the States. (see address above).

This guide reprints the "Seven Key Notes on Minimal Competency Testing" by Henry M. Brickell, noted above. It also includes a discussion guide and a mailable questionnaire to record public and professional thinking on the issue of minimum competency testing.

Buros, Oscar K. "Fifty Years on Testing: Some Reminiscences, Criticisms, and Suggestions." Educational Researcher, Vol. 6, July/August 1977, pp. 9-15.

The author presents a concise history of the testing movement since its beginning. He asserts that little progress has been made since 1927, and criticizes standardized tests for their poor construction, their questionable validity, and their frequent misuse. He states that if the goal of testing were to measure rather than differentiate, then methods of construction, assessment, and interpretation of tests would be drastically changed. Buros suggests that locally adapted tests with local norms should be substituted for national tests and norms, thereby increasing local input and validity.

Clearinghouse for Applied Performance Testing (CAPT) Newsletter. November 1977. Available from Dr. Dean H. Nafziger, c/o CAPT. (see address above).

This bi-monthly newsletter examines the legal, organizational, and measurement issues raised in the current trend toward competency testing. This issue includes information about Hawaii's development of student competencies. The Clearinghouse is also formulating an annotated bibliography on minimum competency testing as well as information on new products and tests developed in the minimum competency field.

Education Testing, Measurement and Evaluation. Available from the Education Research Library, National Institute of Education, 1832 M Street N.W. Washington, D.C.

This represents an extensive bibliography of books in this field.

Egerton, Harriet A., Harlan, Hugh A. N-ABELS - A Manageable Technique for Monitoring the Acquisition of Essential Learning Skills. Lincoln, Nebraska. 1976.

In the summer of 1975 the Nebraska Assessment Battery of Essential Learning Skills (N-ABELS) was published. It is a goal-oriented teaching instrument that includes a method of assessing a student's mastery of twelve defined skills. These skills are in communication, mathematics, and research or "inquiry." A summary of the process of selecting information to be tested is provided as well as the defined purposes and goals of each test. Four aims of this assessment program are outlined: 1) to assure the public that its priorities and goals are taken seriously by the schools, 2) to encourage public acceptance of new programs by assuring mastery of essential skills, 3) to deal with the issue of accountability, and 4) to emphasize the teacher's continuing obligation to student competency in essential skills.

Parks, Paul. "Minimal Competency Testing." Commonwealth of Massachusetts, Executive Office of Educational Affairs. March 1978.

This paper discusses the inadequacies of minimal competency testing as an attempt to solve the problems schools are now facing. A brief description of several states' minimal competency program policies is included in addition to a section on Massachusetts. Discussion follows about why minimal competency testing is an insufficient response and recommendations are made for the direction Massachusetts policy makers should pursue in the future.

"Minimum Competency Testing: Can The States Legislate Literacy?", The Phi Delta Kappan. Available from Director of Administrative Services, Eighth and Union, Bloomington, Indiana, 47401. Vol. 59, No. 9, May 1978.

This issue includes articles by a number of experts discussing the pros and cons of minimum competency testing.

"A Principal Debate: Do We Really Need A National Competency Test?". The National Elementary Principal, Vol. 57, January 1978, pp. 47-70.

This article includes testimony presented to the Senate Subcommittee on Education, Arts, and Humanities of the Committee on Human Resources on July 14, 1977 by Admiral Hyman G. Rickover. His argument for national standardized tests and national academic standards is the focus of the debate in this article. Responses to his argument are included from a principal; a superintendent; a professor of education; and representatives from teacher associations, citizen groups, and parent-teacher associations.

References Related to Applied Performance Testing and References Related to Minimum Competency Testing. Clearinghouse for Applied Performance Testing. (see address above).

This publication provides a list of documents, journals, and reports on these two subjects.

Resources for Assessing Student Competencies. The Resource and Referral Service of the Center for Vocational Education. November 30, 1977. (see address above).

This is an annotated bibliography of organizations which provide information on assessment, analysis of assessment products, and various tests. Contact people and addresses are also provided.

"Those Minimal Competency Tests - Will They Be the Raft or the Ruin of the Public Schools?" The American School Board Journal, January 1978, pp. 28-29.

The author of this editorial calls the minimal competency test movement the "bouncing offspring" of the competency-based education movement. Several issues related to minimal competency testing are reviewed including questions about reliability of test results, legality of tests and accountability. Action in Oregon, Arizona, Kentucky, Michigan, and North Carolina is summarized. The views of H.E.W. Secretary Joseph Califano on this issue are included. The article concludes with seven basic questions that should be included in any discussion of minimal competency education.

Wildemuth, Barbara M. Minimal Competency Testing: Issues and Procedures: An Annotated Bibliography. Educational Resources Information Center. July 1977.

This annotated bibliography includes selected articles and papers that were located by computer searches of various data banks such as Educational Resources Information Center, National Technical Information Service, Dissertation Abstracts, Exceptional Child Education Abstracts, and Psychological Abstracts. Papers cover such topics as minimal competency testing; the California High School Proficiency Exam; the Oregon graduation requirements; the Criterion-Referenced Basic Skills Assessment Program in Phoenix, Arizona; and an update on state legislation for competency-based education.

SELECTED COMPETENCY TESTS AND SERVICES

This section describes several tests which are currently available for assessing junior and senior high school students' competency in basic skills. Cost estimates are included where available. However, it is important to regard costs as approximate, since exact costs vary according to scoring services desired and the number of packages purchased.

The Adult Performance Level Survey (APL)

Contact: Director, APL Program
American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240
(319) 356-3943

Cost: \$1.96 per student

The APL Survey is available in high school or adult forms. The vocabulary and sentence structure of the survey are at the fifth grade level. The survey measures skills such as identification of facts and terms, reading, writing, computation and problem solving; across content areas such as community resources, occupational knowledge, consumer economics, health, government and law. Individual and summary reports are available. In addition to the APL Survey, customized services* are available from the American College Testing Program in the areas mentioned above.

Basic Skills Assessment

Contact: George Elford
Educational Testing Service (ETS)
Wellesley Hills, MA 02181
(617) 235-8860

Cost: \$1.85 per student

The Basic Skills Assessment consists of reading, writing, and mathematics tests which were developed for administration to high school students to identify students with learning problems or determine high school graduation eligibility. The tests are normed at the 8th, 9th, and 12th grade levels, and deal with "real life materials". Workshops and training programs are available through ETS regional offices. Optional essay scoring is available as are additional tests in other areas such as social studies.

CTB/McGraw Hill Competency Testing Programs

Contact: Richard Denechaud
12 Cedar Hill Road
East Longmeadow, MA 01028
(413) 525-3037

Cost: see individual test description

CTB/McGraw Hill publishes a range of competency tests which measure minimum competencies in reading, writing, and computation skills necessary for everyday life. Scoring services include an objectives mastery report by class, a frequency distribution by school and district, a list of students not passing

by school and district, and an individual student record label. Follow up instructional materials are available for each test. Customized services* (ORBIT--Objective Referenced Bank of Items and Tests) are available in the areas of reading, communications, and mathematics skills. Currently available tests include:

- SHARP: Senior High Assessment of Reading Performance
assesses reading skills at the high school level
cost: \$1.45 per student
- PAIR: Performance Assessment in Reading
assesses reading skills at the junior high level
cost: not available
- TOPICS: Test of Performance in Computational Skills
assesses computation skills at the high school level
cost: \$.64 per student
- ASC: Assessment of Skills in Computation
assesses computation skills at the junior high level
cost: not available
- TEWS: Test of Everyday Writing Skills
assesses writing skills at the high school level
cost: not available
- EDST: Everyday Skills Test in Reading and Mathematics
assesses reading and mathematics skills at the junior
high level
cost: reading - \$.91 per student
mathematics - \$.95 per student

SRA Survival Skills Tests

Contact: Phil Cousins
Science Research Associates, Inc.
Wacker Street
Chicago, Illinois 60611
(312) 984-2000

Cost: \$1.42 per student

The SRA Survival Skills Tests assess basic skills in either mathematics or reading. Each test contains 20 objectives, each measured by three test items. Two editions are now available - a school edition for grades 6-12 and an adult edition for grades 11,12, and adult. Scoring services include an individual student profile, a list report, and a group summary report. Customized services* are available in reading (entitled SOBAR-System for Objective Based Assessment of Reading) and in mathematics, grades K-9.

Test of Consumer Competencies (TCC)

Contact: Richard Gregg
Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106
(312) 766-7150

Cost: \$.74 per student

The TCC has two equivalent forms for pre and post-testing in fourteen basic consumer skills including the individual consumer in the market place, money management, consumer credit, housing, food, transportation, clothing, health services, drugs and cosmetics, recreation, furnishings and appliances, insurance, savings and investments, taxes, and the consumer in society. The test is normed at grades 8-12 and is hand scoreable.

* Customized test building services are offered by several testing companies which maintain banks of objectives and test items. Tests are designed according to local district specifications. Individualized test preparation services are also available from:

<u>Company</u>	<u>Name of Service</u>	<u>Areas</u>
Houghton Mifflin 1 Beacon Road Boston, MA 02107 (617) 725-5000	SCORE criterion/ referenced testing service	reading mathematics language arts
Education Commission of the States 1860 Lincoln Street Suite 700 Denver, Colorado 80203 (303) 893-5200	NAEP (National Assessment of Educational Progress)	reading mathematics

MASSACHUSETTS ADVISORY COMMITTEE ON
HIGH SCHOOL GRADUATION REQUIREMENTS

- . Fred Andelman
Massachusetts Teachers Association
- . Daniel M. Barraford, III
Hersey Products, Dedham
- . Mildred Berkowitz
English Teacher, Dartmouth Public Schools
- . Fred Blanchard
Junior High School Principal, Randolph Public Schools
- . Robert Bray
Secondary School Principal, Attleboro Public Schools
- . Robert Coelho
Superintendent of Schools, Attleboro Public Schools
- . George Curtin
School Committee, Westfield Public Schools
- . John Deady
Superintendent of Schools, Springfield Public Schools
- . William Fasciano
Secondary School Principal, Somerville Public Schools
- . Alwyn Griffith
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- . Edward Hall
New England Life Company
- . Bertram Holland
Massachusetts Association of Secondary School Principals
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Bilingual Educator, Boston Public Schools
- . Jid Kamitian
Secondary School Principal, Holliston Public Schools
- . Ann Keenan
English Department Head, Braintree Public Schools
- . John Kent
Elementary School Principal, Holbrook Public Schools
- . Gail Latouf
Student, Boston Public Schools

- . Stephen Levine
Special Needs Coordinator, Bridgewater Public Schools
- . Benjamin Levy
Mathematics Teacher, Lexington Public Schools
- . John Monbouquette
Superintendent of Schools, Braintree Public Schools
- . Helen Moran
Boston Public Schools
- . William Reid, (Alternate)
Boston Public Schools
- . Melissa Paly
Student, Marblehead Public Schools
- . Edward Reidy
Project Competency, Fitchburg Public Schools
- . Virginia Ross
English Department Head, Marshfield Public Schools
- . Charlotte Ryan
Massachusetts Parent-Teacher-Student Association
- . Charles Smith
Parent, Pittsfield
- . Thomas Tanous
Guidance Counselor, Beverly Public Schools
- . Eugene Thayer
Special Education Planning Project, Boston
- . Greg Thomas
Teacher, Boston Public Schools
- . David Tobin, Superintendent of Schools
Assabet Valley Regional Vocational School District
- . Miriam Torres
Parent, Worcester
- . Yolanda Ulloa
Bilingual Education Director, Springfield Public Schools
- . Harry Walen
Guidance Counselor, Needham Public Schools
- . Philip Wormwood
Secondary School Principal, Andover Public Schools
- . Virginia Yardumian
School Committee, Malden Public Schools

Mathematics Competency Task Force

- . Benjamin N. Levy, Chairperson
Lexington Public Schools
- . Thomas Armstrong
Foxborough Public Schools
- . Julia Bale
Springfield Public Schools
- . Bette A. Bridges
Norwood Public Schools
- . Beatrice A. Butler
Springfield Public Schools
- . Joseph Caruso
Somerville Public Schools
- . Lenore Fenn
Parent, Lexington
- . Edward C. Hall
New England Mutual Life Insurance Company
- . Phillip P. Halloran
Springfield Public Schools
- . John Tite
Grafton Public Schools
- . Catherine Tobin
Lexington Public Schools

Communication Competency Task Force

- . Ann Keenan
Braintree Public Schools, Chairperson
- . John Bray
Monument Mountain Regional High School
- . Norman Colb
Brookline Public Schools
- . James Collins
Springfield Technical High School
- . Barbara Krysiak
Waltham Public Schools

- . Eileen Malloy
Whitman-Hanson Regional High School
- . Norman Najimy
Pittsfield Public Schools
- . David Nims
Oakmont Regional High School
- . Virginia Ross
Marshfield High School

COMPETENCY/ASSESSMENT LINKERS OF THE MASSACHUSETTS DEPARTMENT OF EDUCATION

Peter Coffin
Northeast Regional Center
1551 Osgood Street
North Andover, MA 01845 (617) 687-3351

Athena Costopoulos
Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, MA 02140 (617) 547-7472

Paul Francis
Southeast Regional Center
P.O. Box 29
Middleboro, MA 02346 (617) 947-3240

Winnifred Green
Pittsfield Regional Center
188 South Street
Pittsfield, MA 01201 (413) 499-0745

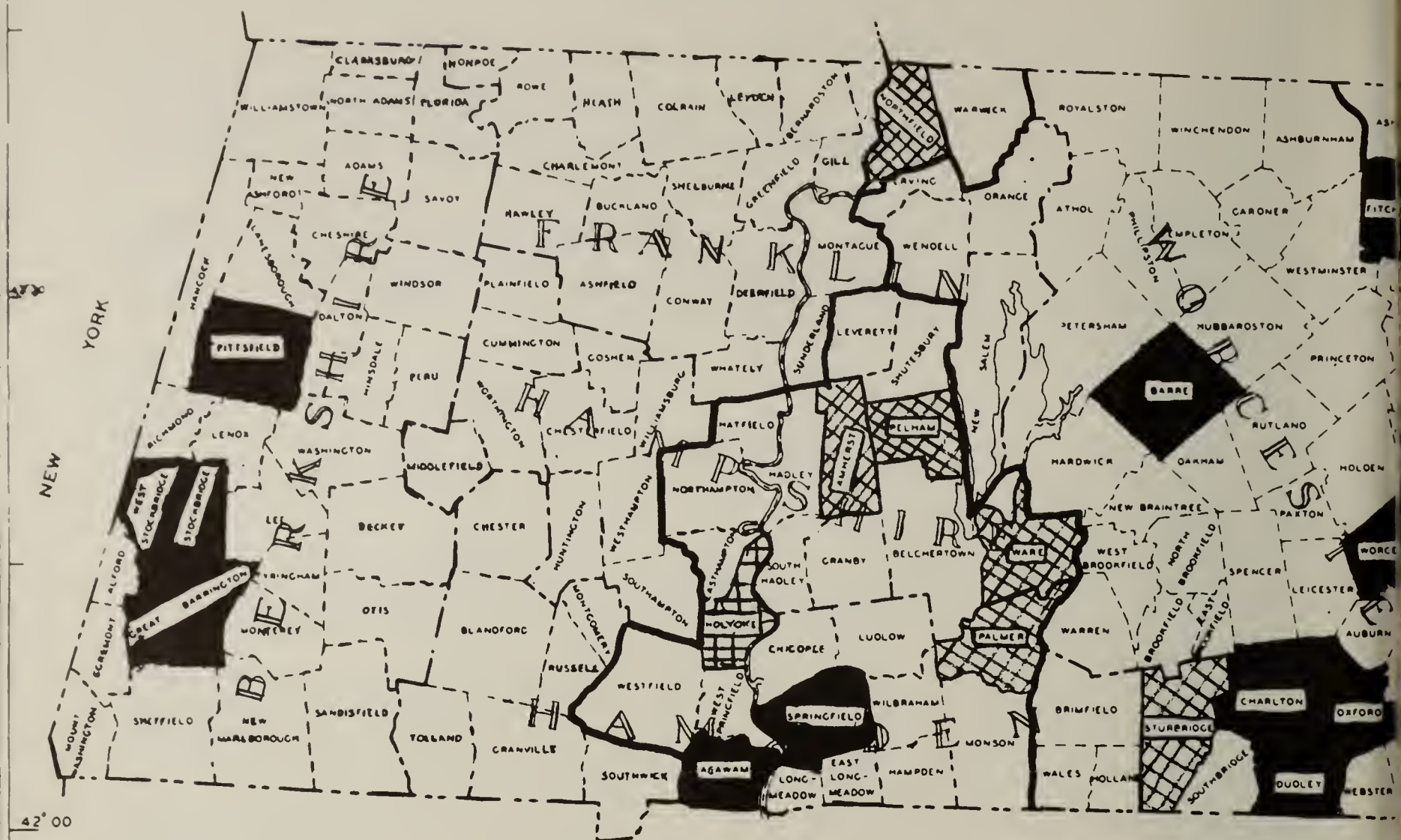
Anne Schumer
Springfield Regional Center
155 Maple Street
Springfield, MA 01105 (413) 739-7271

Adrienne Margulis
Central Massachusetts Regional
Center
Beaman Street Route 140
West Boylston, MA 01583 (617) 835-6267

The following Department staff people are also available to provide assistance with and answer questions about essential competency standards for students with special needs or bilingual and ethnically different students:

Bambi Levine/Kevin Matthews
Massachusetts Department of Education
Division of Special Education
31 St. James Avenue Room 650
Boston, MA 02116 (617) 727-5770

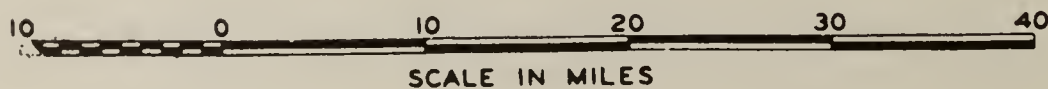
Eugene S. Long
Massachusetts Department of Education
Bureau of Transitional Bilingual
Education
31 St. James Avenue Room 540
Boston, MA 02116 (617) 727-8300

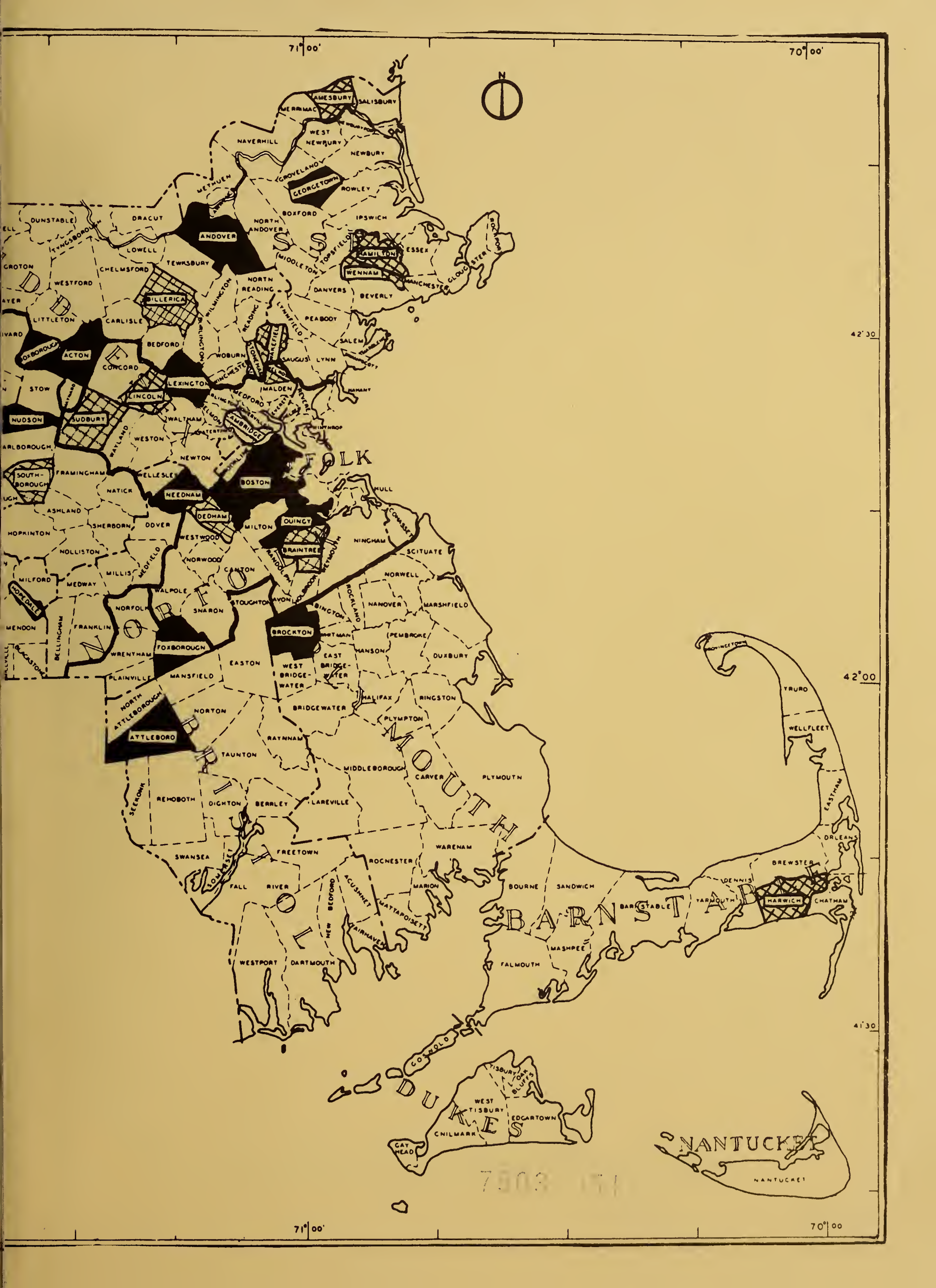


competency programs in preliminary stages of development



competency programs summarized in this publication





Resources For Schools...

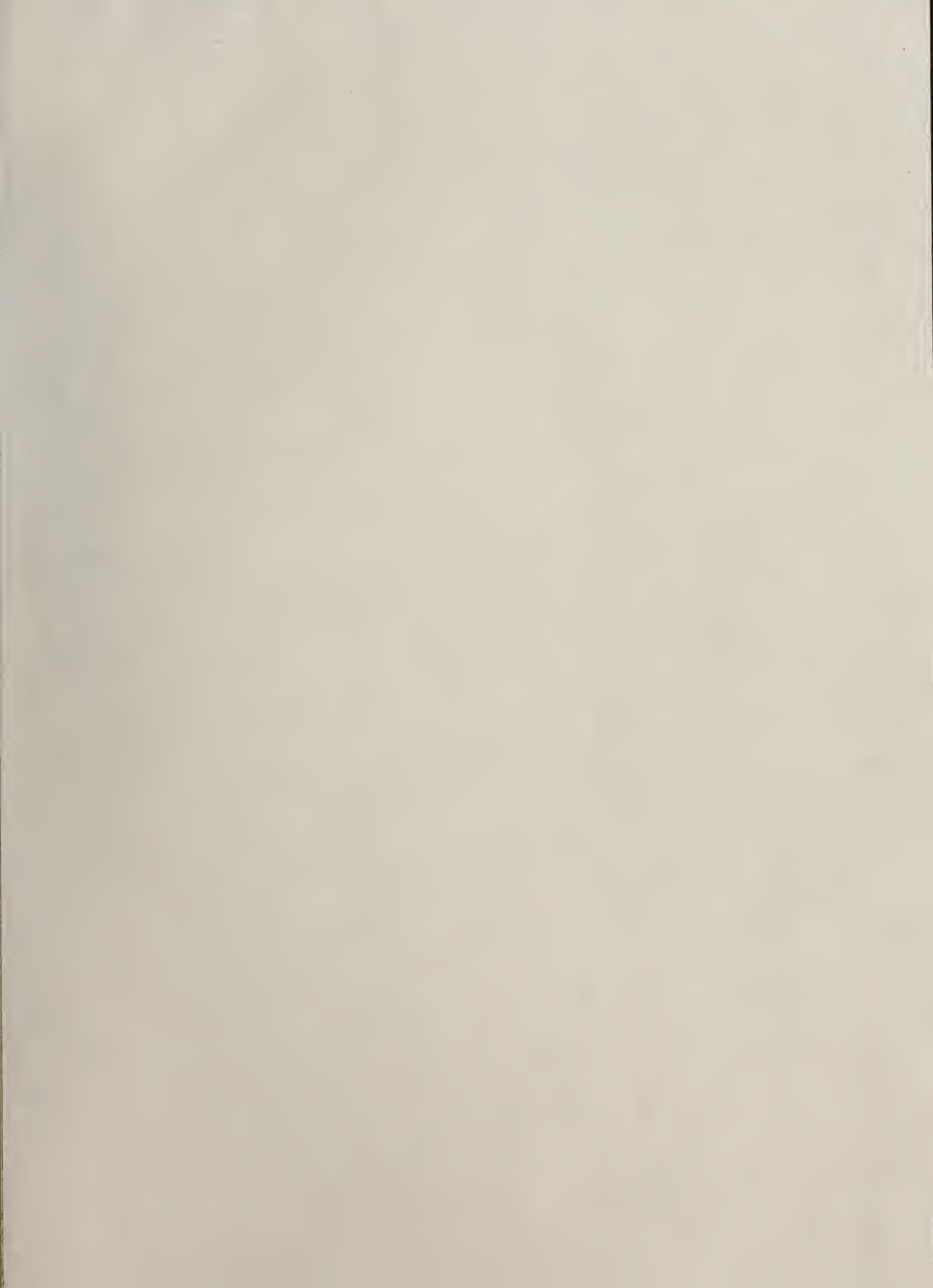


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